



CARIBBEAN EXAMINATIONS COUNCIL

CAPE[®] Communication Studies

**SYLLABUS
SPECIMEN PAPER
MARK SCHEME
SUBJECT REPORTS**

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Communication Studies

Communication Studies builds students' awareness of the centrality of language to the normal functioning of human beings and facilitates their ability to operate in the Caribbean linguistic environment and beyond. It also provides students with the confidence to respond appropriately and creatively to the implied challenges of that environment through the development of their language awareness and communicative competencies. It focuses primarily on the development of advanced competencies in Standard English, particularly Caribbean Standard English. At the same time, it attempts to develop an appreciation of the linguistic diversity of the Caribbean. In addition, it explores the implications of this diversity for social, cultural and economic transactions.

This syllabus consists of three Modules.

- Module 1 - Gathering and Processing Information
- Module 2 - Language and Community
- Module 3 - Speaking and Writing



CARIBBEAN EXAMINATIONS COUNCIL

Caribbean Advanced Proficiency Examination®
CAPE®

COMMUNICATION STUDIES SYLLABUS

Effective for examinations from May-June 2011

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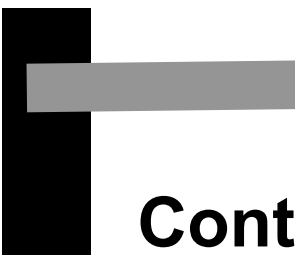
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Please note that the syllabus has been revised and amendments are indicated by italics.

Revised 2003

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Please check the website www.cxc.org for updates on CXC's *syllabuses*.



Introduction

The Caribbean Advanced Proficiency Examination (CAPE) is designed to provide certification of the academic, vocational and technical achievement of students in the Caribbean who, having completed a minimum of five years of secondary education, wish to further their studies. The examinations address the skills and knowledge acquired by students under a flexible and articulated system where subjects are organised in 1-Unit or 2-Unit courses with each Unit containing three Modules. Subjects examined under CAPE may be studied concurrently or singly.

The Caribbean Examinations Council offers three types of certification. The first is the award of a certificate showing each CAPE Unit completed. The second is the CAPE diploma, awarded to candidates who have satisfactorily completed at least six Units, including Caribbean Studies. The third is the CAPE Associate Degree, awarded for the satisfactory completion of a prescribed cluster of seven CAPE Units including Caribbean Studies and Communication Studies. For the CAPE diploma and the CAPE Associate Degree, candidates must complete the cluster of required Units within a maximum period of five years.

Recognized educational institutions presenting candidates for CAPE Associate Degree in one of the nine categories must, on registering these candidates at the start of the qualifying year, have them confirm in the required form, the Associate Degree they wish to be awarded. Candidates will not be awarded any possible alternatives for which they did not apply.

Communication Studies Syllabus

◆ RATIONALE

The ability to communicate thoughts, emotions, ideas and attitudes is a critical factor in the management of our physical and social environment. Communication Studies builds students' awareness of *the centrality of language to the normal functioning of human beings and facilitates their ability to operate in the Caribbean linguistic environment and beyond. It also provides students with the confidence to respond appropriately and creatively to the implied challenges of that environment through the development of their language awareness and communicative competencies.*

The fact that communication is a complex set of processes to which language is central informs this programme of study. The *focus* of language in this context *emphasises* its nature as both a marker of personal, cultural and national identity, and as an instrument of social and political *interaction*. Thus, *the students will gain an informed sense of their own language heritage, in addition to a recognition of the cultural diversity of the Caribbean. They will have attained the attributes of the Ideal Caribbean Person as outlined in The Caribbean Education Strategy (2000).*

The syllabus integrates, enhances, deepens and broadens language skills and awareness already developed in the CSEC English A curriculum. It focuses *primarily* on the development of advanced competencies in *Standard English, particularly Caribbean Standard English.*¹ *At the same time, it attempts to develop an appreciation of the linguistic diversity of the Caribbean, which comprises the small island states, the Greater and Lesser Antilles, all the other islands in the Caribbean Sea (including the Turks and Caicos Islands, the Bahamas, the Cayman Islands, islands of the Francophone Caribbean and the islands of the Netherlands Antilles) and Belize, Suriname, Guyana and Cayenne. In addition, it explores the implications of this diversity for social, cultural and economic transactions. Students will have acquired also skills of enquiry as defined in the UNESCO Pillars of Learning that will enable them to succeed in their academic careers and the world of work, and that will foster further the exploration and development of their Caribbean identities.*

The syllabus emphasises the wider framework of communication principles, systems and processes within which language use has context, achieves coherence and is enhanced. The role of technology in the enhancement or retardation of communication is also considered important.

In summary, a teaching programme based on this syllabus must be *characterised* by the following:

1. *consideration of linguistic and non-linguistic communication, so that the dynamics of any communicative act can be clarified;*
2. *provision of opportunities for students to be exposed to the dynamic range of communicative experiences and to appreciate how language functions as an instrument of educational, social, personal, vocational and spiritual development. Particularly, it must provide opportunities for students to explore, in theory and practice, the use of register, code and style in relevant social contexts;*
3. *commitment to helping students understand the relationship between language, society and identity and to developing an awareness of language variety and diversity;*

¹ See definition of Caribbean Standard English in the Glossary.

¹See definition of *Caribbean Standard English* in the Glossary.

4. consideration of the impact of technological advances on *communication and* the implications of this impact for language variety and society;
5. facilitation and enhancement of students' ability to gather and process information using a variety of modes and strategies;
6. facilitation and enhancement of students' own critical, creative and aesthetic responses to, and production of, language.

◆ AIMS

This syllabus aims to:

1. develop an understanding of the nature of language and its various functions in social, aesthetic, work-related and other contexts;
2. develop an appreciation of speech and writing as mental and social processes;
3. enable students to use language *varieties and* registers accurately, appropriately and effectively in a range of contexts;
4. provide an understanding of the use of technology and its impact on communication;
5. develop an appreciation of the role of language in shaping Caribbean cultural identity;
6. develop an appreciation of *the complex process* of communication within a wide range of discourse contexts;
7. encourage students to use communication strategies appropriate to specific discourse contexts.

◆ SKILLS AND ABILITIES TO BE ASSESSED

The skills that students are expected to have developed on completion of the syllabus have been grouped under three main headings:

- (i) Comprehension;
- (ii) Language Awareness and Use;
- (iii) Expression.

Comprehension

The ability to understand and respond appropriately to written, oral and visual communication from a variety of sources.

Language Awareness and Use

The ability to understand and discuss the various features and roles of language in general and Caribbean languages in particular and to apply them appropriately in different communication contexts.

Expression

The ability to speak and write *Caribbean Standard English* with *effectiveness*, precision, clarity and fluency.

◆ PRE-REQUISITES OF THE SYLLABUS

The ability to express personal opinions and factual information clearly, demonstrating logical sequencing and appropriate English registers up to the level indicated by the Caribbean Secondary Education Certificate (CSEC) English A General Proficiency syllabus or an equivalent syllabus.

◆ STRUCTURE OF THE SYLLABUS

This syllabus requires 150 hours. It consists of three Modules, each requiring 50 hours. While the Modules are presented in a linear manner, it must be emphasised that any Module may be studied first, and aspects of Modules may be studied concurrently, constrained only by the capacity of educational institutions and by students' *needs and interests*.

Module 1	-	Gathering and Processing Information
Module 2	-	Language and Community
Module 3	-	Speaking and Writing

◆ APPROACHES TO TEACHING THE SYLLABUS

Teachers of this syllabus will be leading students' discovery and development of their unique Caribbean linguistic identity within the context of local, regional and international environments. They will play a crucial role in enhancing students' facility in, and manipulation of, Caribbean Standard English for the five modes of language communication: listening, speaking, reading, writing and visually representing, complementing the communicative skills they have developed in their Creole or Creole-influenced vernacular languages.

These teachers will find it useful to employ an integrated approach to teaching this syllabus. The Modules enable students to explore the connections between the various areas and facilitate communicative teaching. For example, effective formal speaking and writing both require the selection and mastery of a language variety, register and style in accordance with established standards of appropriateness. Therefore, a lesson on formality would be expected to integrate the modes of speaking and writing, with listening and reading pieces as stimuli. In this case, specific objectives 1, 2, 4 and 8 in Module 1, 1 and 8 in Module 2 and 1, 3, 8, 9 and 10 in Module 3 could be addressed simultaneously.

Teachers of Communication Studies should ideally hold at least a related undergraduate degree or have undergone training that formally qualifies them to teach in the three main areas of knowledge and skill: comprehension, language awareness and use, and expression. They should be routinely professional, resourceful and reflective in their overall approach, especially when it comes to providing resources for their

students and expanding their own knowledge. The list of resources at the end of each Module is not exhaustive and should serve only as a guide. Teachers should be prepared to take initiatives in the accessing of information from a variety of other reliable sources to complement the resources provided by their schools and Ministries of Education.

◆ MODULE 1: GATHERING AND PROCESSING INFORMATION

GENERAL OBJECTIVES

On completion of this Module, students should:

1. use the structures of *Caribbean Standard* English correctly and appropriately, as well as with a degree of elegance;
2. evaluate examples of written and spoken communication, including arguments, taking into consideration the form and content of the communication and the context in which it is presented or constructed;
3. apply comprehension skills of analysis and critical evaluation to a wide range of oral and written material;
4. *present information* in speech and writing with accuracy, clarity and fluency;
5. demonstrate *competence in organising* oral and written communication.

SPECIFIC OBJECTIVES

Students should be able to:

1. speak and write with *effective* control of the grammar, vocabulary, mechanics and conventions of *Caribbean Standard* English usage;
2. identify the characteristic formats, organisational features and modes of expression of different genres and types of writing and speech;
3. *determine* the appropriateness of data collection methods and instruments, including the use of the Internet *as an electronic resource*;
4. apply any of *the different levels* of comprehension to examples of spoken and written material;
5. write continuous prose and note-form summaries of specific types of written and spoken material;
6. evaluate the effect of *primary and secondary sources*, context and medium (or channel) on the reliability and validity of information;
7. gather information about current issues;
8. evaluate information about current issues;
9. *present the evaluation at (8) above in an appropriately structured oral and written form*;
10. create a portfolio of oral and written work.

MODULE 1: GATHERING AND PROCESSING INFORMATION (cont'd)

CONTENT

1. *Expression (oral and written)*

- (a) Grammar.
- (b) Usage.
- (c) Word choice.
- (d) Spelling.
- (e) Punctuation.
- (f) Pronunciation.
- (g) Enunciation.
- (h) *Revising and editing drafts.*

2. *Comprehension*

- (a) *Levels: literal, interpretive, analytical, application, synthesis, evaluation.*
- (b) *Modes:*
 - (i) *effferent – focus on informative statements;*
 - (ii) *aesthetic – focus on expressive/empathetic language; listening and reading;*
 - (iii) *critical – focus on identification, discrimination and evaluation of a writer's purpose, techniques, ideas.*
- (c) *Genres:*
 - (i) *narrative/descriptive, for example, short stories, novels, journal entries;*
 - (ii) *expository, for example, explanations, instructions, directions;*
 - (iii) *argumentative/persuasive, for example, opinion pieces, advertisements, speeches.*

MODULE 1: GATHERING AND PROCESSING INFORMATION (cont'd)

3. *Summary Skills*

- (a) Note taking and note making.
- (b) Distinguishing main and subsidiary ideas.
- (c) Understanding logical linkages between ideas.
- (d) Formulating topic sentences and linking them to subsidiary ideas.
- (e) Sequencing.
- (f) Condensing.
- (g) Writing outlines.
- (h) Writing continuous prose summaries.
- (i) Editing drafts (peer-evaluation and self-evaluation).

4. **Current Issues: Evaluating Sources**

- (b) Defining key concepts (authority, reliability, validity, bias, fact, opinion):
 - (i) giving examples and non examples;
 - (ii) comparing and contrasting concepts.
- (c) Identifying a significant issue.
- (d) Sourcing information:
 - (i) locating *primary and secondary* sources;
 - (ii) choosing from among sources;
 - (iii) *determining* the appropriateness of data collection methods;
 - (iv) summarising the content of sources;
 - (v) evaluating the reliability and validity of sources:
 - author and speaker (expertise, authority, perspective, social and political biases);
 - context (social and historical);
 - text (factual accuracy, logical structure, cogency).

MODULE 1: GATHERING AND PROCESSING INFORMATION (cont'd)

5. Organising Skills (oral and written)

- (a) Introductions and conclusions.
- (b) Focus and emphasis (that is, defining scope; streamlining; placing and keeping central ideas in the foreground; highlighting).
- (c) Logical linkages (linkages within and between paragraphs [for example, the use of transitional words like 'although', 'therefore', and 'however'; variation of sentence structure to achieve coherence]).
- (d) Formatting (selecting and using particular styles of arrangement correctly, for example, appropriate headings and sequences of headings for a short informal report).
- (e) Revising and editing drafts (via conferencing, peer-evaluation, self-evaluation).

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives in Module 1, teachers are advised to engage students in the following teaching and learning activities.

1. *Engage students in the development of general study skills as follows:*

- (a) *scheduling the time to work;*
- (b) *setting purposes for general and specific reading;*
- (c) *defining the elements of listening and reading;*
- (d) *systematically recording salient information from sources consulted;*
- (e) *working collaboratively in groups.*

2. Let students keep a log of their communication activities at school or at home for a 24-hour period during the week. They should record the number of minutes spent on the four main language skills: reading, writing, speaking and listening, each day. They should then make a pie chart showing the percentage of time spent on each type of communication skill.

Have follow-up discussion, focusing on the implications of the distribution with regard to the student's own individual communication style and interactive environment relations, as well as broad conclusions that may be drawn about these four communication acts in general.

3. Have students listen to a five-minute segment of a radio news programme. Let them recall and list the main items. Review the list.

MODULE 1: GATHERING AND PROCESSING INFORMATION (cont'd)

4. Have students watch a five-minute segment of a televised or *Web-based* news programme and recall as much of the information as possible.
5. Discuss the difference between listening only (Activity 3) and listening with reinforcement from visual cues (Activity 2). This activity can be linked with developing speech skills.
6. Let students view a video recording (15-20 minutes) of a discussion or conversation on television with three or four participants. Then let them answer in writing the following questions which are distributed to each student before viewing. (Recording can be sourced from local television stations, the Government Information Service *or the Web*.)
 - (a) How did participants help develop ideas and supply details?
 - (b) What were the differences in points of view?
 - (c) What aspects of the topics were neglected?
 - (d) What elements of good argument or bias or fallacy did you identify? How did these affect the conversation?
 - (e) Did the use of elements such as lighting and set arrangement affect your response to the overall presentation? This can be linked with developing speech skills.
7.
 - (a) *Have students listen:*
 - (i) *to stories that their peers tell and retell them in Caribbean Standard English (CSE) and Caribbean English Creole (CEC). Start by identifying tellers and retellers beforehand;*
 - (ii) *for facts and events and report same in CSE and CEC. Start by identifying tellers and retellers beforehand;*
 - (iii) *for main ideas and supporting details and report them in CSE and CEC (focusing first on reporting one or the other, then on reporting both together). Start by identifying reporters beforehand;*
 - (iv) *for strategies and devices that support themes, topics, events and purposes in passages shaped in different types of genre/discourse and report same in CSE and CEC. Start by identifying reporters beforehand.*
 - (b) *Model responses for the students and always display an attitude of encouragement.*
 - (c) *Target as many students as possible at different points of the classroom.*

MODULE 1: GATHERING AND PROCESSING INFORMATION (cont'd)

8. Have students select an experience or a story to tell the class. Give them guiding principles for the story:

- (a) Select an interesting story or incident.
- (b) Ensure the story or incident has an element of surprise.
- (c) Organise stages in the story or incident for maximum interest.
- (d) Provide information on where, when, who, what, why, how.
- (e) End the story or incident with the high point.

Students in the audience listen in order to discuss the evaluation points below:

- (i) Was the story told in such a way that you felt you were sharing the experience?
 - (ii) Was the story told in a logical order?
 - (iii) How did the speaker maintain suspense?
 - (iv) Was the story dramatised with suitable tone, gestures and illustrative materials?
 - (v) In what way did the speaker's voice add to the interest of the story or experience?
9. Have students select two newspaper reports on a similar issue.
- (a) Which statements were facts? Which ones were opinions? What criteria did you use to decide between fact and opinion?
 - (b) What made the report interesting?
 - (c) How can you use the information given?
 - (d) How did you react to new or different ideas?
 - (e) Was the report clear, concise, well organised? Explain.
 - (f) What new facts or points of view did you learn from the report?

N.B. This can be integrated with the teaching of summary and note-taking skills. This activity also facilitates the teaching of organisational skills in writing (Module 3).

10. Organise panel discussions in the classroom. These can be linked to portfolio development where students researching similar topics can form panels to present points of view and be questioned by the class.

MODULE 1: GATHERING AND PROCESSING INFORMATION (cont'd)

11. Play the rebuttal game: Class is divided into two groups. A debatable topic is chosen and each group undertakes to argue for or against. One student makes a point and a student from the opposing side rebuts, using the opponent's point to build his or her argument, and so on, until the topic is exhausted. This can be used as an introduction to argumentative writing (Module 3).
12. Have students practise mock interviews or interview each other as a starter for a written piece.
13. Use choral speaking activities to allow students to concentrate on the speech skills (articulation, modulation, enunciation). Students can select their own poems for choral arrangements and present in groups. Dub, rap or extemporaneous rhythms can be explored. Make audio recordings of the activity and have students evaluate themselves. This activity also facilitates the teaching of specific objectives 5 and 9 of Module 3.
14. Have students construct different types of comprehension questions on specific passages. They can do this in groups and administer "tests" to each other. Ensure that students are aware that their questions should address the various levels of comprehension by exploring question-and-answer relationships.
15. Organise library orientation sessions for students to ensure that they understand how to use the library resources. Where possible, students should use Internet search engines to access information.
16. Have students select samples of different types of writing and discuss (in groups) variation in style, usage and literary devices.
17. Have students evaluate the reliability and validity of the different types of information gathered.

RESOURCES

- | | |
|--|---|
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◆MODULE 2: LANGUAGE AND COMMUNITY

GENERAL OBJECTIVES

On completion of this Module, students should:

1. use the structures of *Caribbean Standard* English correctly and appropriately, as well as with a degree of elegance;
2. evaluate examples of written and spoken communication, including arguments, taking into consideration the form and content of the communication and the context in which it is presented or constructed;
3. appreciate the nature, characteristics and roles of language in society in general and in Caribbean society in particular;
4. understand the salient features of the interactive relationship among communication technologies, language and society;
5. appreciate the significance of communication technologies in cultural interaction.

SPECIFIC OBJECTIVES

Students should be able to:

1. speak and write with *effective* control of grammar, vocabulary, mechanics and conventions of speech and writing in the use of *Caribbean Standard* English;
2. discuss the concept of language;
3. identify the salient features of one Creole or Creole-influenced vernacular (in their territory or any other territory) which make it different from *Caribbean Standard* English;
4. explain the challenges faced by the Creole or the Creole-influenced vernacular speaker in learning Caribbean Standard English;
5. evaluate the role of language in Caribbean identity;
6. analyse the social, political, ethical and psychological roles of language in human societies;
7. describe their territory or any other territory along the following lines:
 - (a) the range of languages (including Creoles);
 - (b) the influence of history on the language situation;
 - (c) attitudes to languages used;

MODULE 2: LANGUAGE AND COMMUNITY (cont'd)

- (d) the potential of these attitudes for integration, marginalisation and alienation;
- 8. assess the use of registers, dialects, ranges of formality and other aspects of language in various types of interactive settings;
- 9. identify the technological advances that have impacted on communication;
- 10. examine how communication is (i) affected and (ii) effected by the use of technology in different cultural settings and interactive contexts.

CONTENT

1. Expression (oral and written)

- (a) Grammar (including syntax).
- (b) Usage.
- (c) Word choice.
- (d) Spelling.
- (e) Punctuation.
- (f) Pronunciation.
- (g) Enunciation.
- (h) *Revising and editing drafts.*

2. Defining Language

- (a) Characteristics of language - Language as:
 - (i) human;
 - (ii) verbal;
 - (iii) symbolic;
 - (iv) systematic (non-arbitrary);
 - (v) maturational;

MODULE 2: LANGUAGE AND COMMUNITY (cont'd)

- (vi) non-instinctive (naturally acquired);
- (vii) dynamic.
- (b) Differentiation between 'language' (generic) and 'a language' (individual).
- (c) Purposes of language, such as persuading, questioning, directing, providing aesthetic pleasure, informing.
- (d) Related concepts:
 - (i) variation (changes in language in response to various influences, for example, social, geographic, individual, group factors);
 - (ii) *dialect (any version of a language, including a Creole language, spoken by a particular geographic, social or cultural subgroup). Some languages, such as English, have well-known dialects, such as Yorkshire English and Cockney English. Hindustani and Bhojpuri are considered dialects of Hindi. In Creole languages as well, regional, social and cultural dialects exist (see glossary for further clarification).*
 - (iii) register (the range of language choices available for use in different situations);
 - (iv) standard (the dialect used for education and other formal or official purposes);
 - (v) Creole (the set of varieties which have their beginnings in situations of contact where groups of people who do not share a common language are forced to communicate with each other).

3. Some Salient Characteristics of English Creole languages

The following tables present some salient characteristics of English Creoles on the levels of grammar, phonology, and vocabulary, comparing them with their counterparts in Standard Caribbean English. Since English Creole spelling systems are still emerging, this syllabus uses the English spelling system to represent English Creole sounds and words, making modifications to the system to accommodate English Creole peculiarities.

MODULE 2: LANGUAGE AND COMMUNITY (cont'd)

CHARACTERISTICS OF GRAMMAR	
English Creole	Caribbean Standard English
i. Unmarked count nouns with generic meaning, for example, <i>mango</i> sweet	Pluralised count nouns with generic meaning, for example, <i>mangoes</i> are sweet
ii. Unmarked action verbs with past time reference, for example, she <i>pinch</i> me and <i>run</i> outside	Past-marked action verbs with past time reference, for example, she <i>pinched</i> me and <i>ran</i> outside
iii. Preverbal markers, for example, <i>ben/bin/wen/did</i> (past marker), <i>go</i> (future marker), <i>a</i> (marker of continuous and habitual), <i>does</i> (marker of habitual)	Auxiliaries and suffixes, for example, <i>did/-ed</i> (past), <i>will/shall</i> (future), <i>-ing</i> (continuous), simple present tense forms (<i>cook, cooks</i>)
iv. Subject-adjective structures, for example, <i>mi sick, di mango sweet</i>	Subject-copula-adjective structures, for example, <i>I am sick, the mango is sweet</i>
v. Subject-verb word order in question formation, together with rising intonation, for example, <i>you done cook di food?</i>	Inversion of subject and auxiliary in question formation together with rising intonation, for example, <i>have you finished cooking the food?</i>
vi. No voiceless 'th' sound at the end of words or syllables; a 't' or 'f' sound instead, as, for example, in <i>fif</i> , <i>wit/wif</i>	Voiceless 'th' sound at the end of words or syllables, as, for example, in <i>fifth</i> , <i>with</i>

MODULE 2: LANGUAGE AND COMMUNITY (cont'd)

CHARACTERISTICS OF PHONOLOGY	
English Creole*	Caribbean Standard English
i. No voiced consonant clusters at the end of words, for example, -nd > n, as in <i>han</i> , <i>san</i>	Voiced consonant clusters at the end of words, for example, -nd, as in <i>hand</i> , <i>sand</i>
ii. No voiceless consonant clusters at the end of words, for example, -st > -s, as in <i>tes</i> , <i>wris</i> ; -ft > f, as in <i>left</i> ; -; -ghed > gh, as in <i>laugh</i> ; -ped > p, as in <i>leap</i>	Voiceless consonant clusters at the end of words, for example, -st, as in <i>test</i> , <i>wrist</i> ; -ft, as in <i>left</i> ; -ghed, as in <i>laughed</i> ; -ped, as in <i>leaped</i>
iii. No voiceless-voiced consonant clusters at the end of words, for example, -sed > s, as in <i>miss</i> ; -ghed, gh, as in <i>laugh</i> ; -ped > p, as in <i>leap</i>	Voiceless-voiced consonant clusters at the end of words, as in <i>missed</i> , <i>laughed</i> , <i>leaped</i>
iv. No voiced 'th' sound at the beginning of words or syllables; a 'd' sound instead, as, for example, in <i>dey</i> , <i>dem</i> , <i>la.der</i>	Voiced 'th' sound at the beginning of words or syllables, as, for example, in <i>they</i> , <i>them</i> , <i>la.ther</i>
v. No voiceless 'th' sound at the end of words or syllables; a 't' or 'f' sound instead, as, for example, in <i>fif</i> , <i>wit/wif</i>	Voiceless 'th' sound at the end of words or syllables, as, for example, in <i>fifth</i> , <i>with</i>

* It should be noted that some of the English Creole characteristics are at times carried over into Caribbean Standard English.

MODULE 2: LANGUAGE AND COMMUNITY (cont'd)

CHARACTERISTICS OF VOCABULARY	
English Creole	Caribbean Standard English
i. Peculiar words and phrases (for example, <i>pickney, nyam, cou-cou, bazodi, puddin and souse, nose-hole, eye-water, door-mouth, walk with, spin top in mud, hit somebody for six, watch somebody cut-eye</i>)	Equivalents: <i>child, eat, cou-cou, confused, pudding and souse, nostril, tears, door/threshold, bring along, waste time, best or prevail over someone, give someone a look of anger, disapproval, envy, etc.</i>
ii. Shared words but different parts of speech, for example, <i>stink</i> (adj), <i>over</i> (v, prep, adv), <i>out</i> (prep, adv), <i>sweet</i> (adj, v, n)	Shared words but different parts of speech, for example, <i>stink</i> (n, v), <i>over</i> (prep, adv), <i>out</i> (adv, prep), <i>sweet</i> (adj, (n)
iii. Shared words but different meanings, for example, miserable (=ill-tempered, (playfully) annoying), ignorant (= ill-tempered)	Shared words but different meanings, for example, miserable (= wretched), ignorant (lacking in acknowledge)

4. Language in Society

- (a) Influence of social, political and other cultural factors on the development of language and related communicative behaviours.
- (b) Social, political, ethical and psychological roles of language, for example, *the use of language to:*
 - (i) *discriminate against others, alienate, ridicule, make face threats, mark social biases;*
 - (ii) *assert authority, mark identity, mark solidarity, make social linkages, promote cultural awareness.*
- (c) The influence of historical factors on Caribbean language situations.
- (d) Attitudes to Caribbean language: implications for regional, national, social, gender, ethnic and other sub-group relations.
- (e) Language in international situations.
- (f) Language in interactive settings: influence of factors such as audience, message, purpose, occasion, gender, age, on choice of language and related communicative behaviours.

MODULE 2: LANGUAGE AND COMMUNITY (cont'd)

5. Technology, Culture and Communication

- (a) Developments in communication technology:
 - (i) print;
 - (ii) *electronic (such as satellite radio, television, tele/video-conferencing, Internet, browsers and search engines, Global, digital social networking tools such as YouTube®, twitter®, facebook® and Smartphones.*
- (b) Use of media for enhancing and facilitating communication.
- (c) *The influence of technology on cultural communication patterns in the region.*
- (d) The effect of technology on language use.

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives in Module 2, teachers are advised to engage students in the following teaching and learning activities.

1. Have students examine the possible interpretations of the word 'communicate'. They should provide examples such as:
 - (a) dark clouds communicate the possibility of rain;
 - (b) aspects of body language communicate different emotional states;
 - (c) music may communicate different messages about mental states (joy, sadness).
2. *Have students:*
 - (a) *compare any (or all) of the above with human language. Discuss range, effectiveness, complexity, efficiency, economy and ability to deal with abstraction;*
 - (b) *identify areas of difference of form between human language and other kinds of communication. Deduce the formal characteristics of human language: verbal, symbolic, systematic (grammar, sound, meaning).*
3. *Have students upgrade the list of developments in communication technologies presented in 5(a) above.*
4. Have students observe a game, show or event and prepare an oral or written report for (a) the class and (b) the principal. Have students discuss the differences in the level of language used and identify reasons for the differences.

MODULE 2: LANGUAGE AND COMMUNITY (cont'd)

5. Present students with copies of maps of the Caribbean. Ask them to name the territories. For homework they should be required to identify the official language used in each territory. Students should match the official language and the Creole language of the territory. (Some historical information may be necessary).
6. Prepare a list comparing *Caribbean* Standard English words and Creole or Creole-influenced vernacular words for the same item. Discuss the possible reasons for the differences in vocabulary and semantics. Use the various dialects of either to show that differences often may exist within specific versions of a language.
7. *Have students do a project in which they differentiate Caribbean Standard English from another Standard English.*
8. Have students select passages or messages intended for different social levels.
9. *Identify a passage which represents informal, conversational Creole (you may wish to transcribe a section of an audio-tape from the suggested resources for Module 2). Have students (in groups so as to stimulate discussion) translate the passage to a formal, standard, written version of Caribbean Standard English. Advise them to pay attention to:*

- (a) vocabulary and semantics;
- (b) grammar;
- (c) sentence structure;
- (d) idiomatic expressions.

They may wish to underline the sections to be changed in the original and discuss their reasons.

10. Have students examine the local daily newspapers, newspaper archives and the Internet for debates on Creole and standard varieties of English. Students may be required to identify the basic positions taken and to:
 - (a) evaluate them;
 - (b) support or reject them;
 - (c) present a summary of the major arguments.
11. Use a map of the world to identify territories in which English is one of the major languages. Students should discuss the notion of *international language*. Be sure to raise the question of use by international organisations, academic publishers and major news networks.
12. Encourage students to build a comparative list of terms used for flora and fauna in various territories of the region. Have students group territories on the basis of similarity of items.

MODULE 2: LANGUAGE AND COMMUNITY (cont'd)

13. Divide students into groups. Have each group identify and focus on new technological advancements in the home, school and workplace, for example, computer, MP3 player, digital recorder, smartphone, blog and social networking Internet sites. Each group should explain the varied use of these “new” tools and their impact on the communication process.
14. Encourage students to (a) utilise modern forms of communication technologies to make class and portfolio presentations and (b) evaluate the effectiveness of the technology used in the presentation.
15. Have students use the Internet for research purposes and evaluate the reliability and validity of the sources and information gathered.
16. Have students summarise the useful information gathered, taking care to avoid plagiarism.

MODULE 2: LANGUAGE AND COMMUNITY (cont'd)

RESOURCES

- Allsopp, R. *Dictionary of Caribbean English*, Oxford: Oxford University Press, 1996.
- Dictionary of Bahamian English*. Lexik House Publishers, 1982.
- Kriol-Inglish Dikshineri*. Belize Kriol Project: Belize, 2007.
- Dictionary of the English/Creole of Trinidad & Tobago*. London: McGill-Queen's University Press, 2009.
- Christie, P. *Language in Jamaica*, Kingston: Arawak Publications, 2003.
- McDermott, H. *CAPE Communication Studies: Trinidad and Tobago*, Caribbean Educational Publishers, 2008.
- Pollard, V. *From Jamaican Creole to Standard English: A handbook for teachers*, Jamaica: UWI Press, 2007.
- Roberts, P. *West Indians and their language*, New York: Cambridge University Press, 2007.
- Simmons-MacDonald, H. and Robertson, I. *Exploring the boundaries of Caribbean Creole languages*, Jamaica: UWI Press, 2006.
- Simmons-MacDonald, H., Fields, L., & Roberts, P. *Writing in English: A Coursebook for Caribbean students*, Kingston: Ian Randal, 1997.
- Simon, V. and Osborne, S. *CAPE Communication Studies*, Oxford: Macmillan, 2009.
- Zeuschner, R. *Communicating Today*, Boston: Allyn and Bacon, 2002.
- Audiotapes by performers such as: Paul Keens-Douglas (for example, *Savannah Ghost*, *Tim Tim*, Joan Andrea Hutchinson (for example, *Dat Bumpy Head Gal*)
- Videotaped films such as: *My Fair Lady*
Oliver At Large

◆ MODULE 3: SPEAKING AND WRITING

GENERAL OBJECTIVES

On completion of this Module, students should:

1. use the structures of *Caribbean Standard* English correctly and appropriately, as well as with a degree of elegance;
2. evaluate examples of written and spoken communication, including arguments, taking into consideration the form and content of the communication and the context in which it is presented or constructed;
3. *produce different types of communication relevant and appropriate to their social, academic, professional and vocational needs;*
4. demonstrate knowledge of the major forms of communication (oral, written, non-verbal) and assess their appropriateness for use in specific communication situations;
5. express themselves in speech and writing with precision, accuracy, clarity and fluency;
6. demonstrate *competence in organising* oral and written communication;
7. use different forms, media, channels and technologies of communication to maximise effective communication in specific contexts;
8. appreciate the possibilities which technology offers to the communicative process.

SPECIFIC OBJECTIVES

Students should be able to:

1. speak and write *with effective* control of grammar, vocabulary, mechanics and conventions of speech and writing in the use of *Caribbean Standard* English;
2. describe the process of communication;
3. apply specific communication concepts to different situations;
4. identify the specific features of verbal and non-verbal communication *and appropriate contexts of use;*
5. describe the mental and social processes involved in speaking and writing;
6. manipulate non-verbal elements and modes of speech and writing, appropriate to specific purposes and audiences;

MODULE 3: SPEAKING AND WRITING (cont'd)

7. employ appropriate channels (*mediums*) for specific oral and written presentations;
8. speak in *Caribbean Standard* English on prepared topics, using appropriate non-verbal communication cues;
9. use appropriate organising and formatting strategies in producing specific types of oral and written communication;
10. evaluate their own communication according to set criteria: intention, audience awareness, coherence, mechanics and depth;
11. *describe the uses to which information communication technologies can be put in the learning process.*

CONTENT

1. *Expression (oral and written)*

- (a) Grammar.
- (b) Usage.
- (c) Word choice.
- (d) Spelling.
- (e) Punctuation.
- (f) Pronunciation.
- (g) Enunciation.
- (h) Revising and editing drafts.

2. **Process of Communication**

- (a) Identifying the elements in the process (sender, message, channel/medium, receiver, feedback).
- (b) Describing the process (conceptualisation, encoding, selection of channels/mediums, decoding, interpretation, feedback).
- (c) *Mass media*, channels (*mediums*) and technologies.
- (d) Facilitators and barriers.

MODULE 3: SPEAKING AND WRITING (cont'd)

3. Forms of Communication

- (a) Verbal (speech, writing).
- (b) Non-verbal:
 - (i) body language (for example, gestures, posture, facial expression);
 - (ii) use of space;
 - (iii) use of objects;
 - (iv) dress;
 - (v) graphics (charts, tables, diagrams);
 - (vi) integrating forms for specific purposes and situations (practice cases, role play and simulation).

4. Contexts of Communication

- (a) Intrapersonal (for example, thinking, solving problems, imagining).
- (b) Interpersonal (for example, interviews, conversations, intimate communication).
- (c) Small group (for example, leadership meetings, role-taking, goal setting).
- (d) Organisational (for example, business, government, educational purposes).
- (e) Academic (for example, essay, research paper).
- (f) Public (for example, speeches, debates).
- (g) Intercultural (for example, communicating across social sub-groups, in tour guiding).

5. Types of Speaking and Writing

- (a) Speaking:
 - (i) conversation;
 - (ii) short expository, persuasive and argumentative speeches.

MODULE 3: SPEAKING AND WRITING (cont'd)

- (b) Writing:
 - (i) reflective (for example, journals, diaries);
 - (ii) academic essays (for example, argument, exposition, persuasion).

6. Organising Skills (oral and written)

- (a) Introductions and conclusions.
- (b) Focus and emphasis (that is, defining scope; streamlining; placing and keeping central ideas in the foreground; and highlighting).
- (c) Logical linkages (linkages within and between paragraphs [for example, the use of transitional words *such as* 'although', 'therefore', and 'however'; and variation of sentence structure to achieve coherence]).
- (d) Formatting (selecting and using particular styles of arrangement correctly, for example, appropriate headings and sequences of headings for a short informal report).
- (e) Revising and editing drafts (via conferencing, peer-evaluation, self-evaluation).

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives in Module 3, teachers are advised to engage students in the following teaching and learning activities.

Teachers should stress that the written product, like any other, must go through a process leading to completion, and students must be able to identify the tools that forge successful written communication. Show students how to use the process approach to writing as illustrated by the following activities.

Prewriting

1. Have students keep journal entries (in a notebook) where they record thoughts, observations and experiences. These can serve as starting points or ideas for more extended writing.
2. Do brainstorming as an oral class activity where students pick a topic and try to exhaust it by saying everything that comes to mind. The next step is to try to arrange the ideas logically and try to connect them to the topic. Students can work in groups and create different combinations of ideas, which would give different perspectives on the topic.
3. Use clustering or semantic mapping to help students organise ideas in useful patterns for later drafting. *Students* can create any physical design for their maps and present them on charts to their small group or class. They can challenge each other to defend the connections made.

MODULE 3: SPEAKING AND WRITING (cont'd)

4. Have students choose a broad topic and examine its treatment in two different publications or broadcasts. Ask them to consider audience and purpose for each presentation. Have them narrow the topic and write an appropriate thesis statement.

Writing and Revising

5. Have students select a topic and try to create as many different introductory sentences as possible. They may discuss the type of sentences and the level of interest, as well as practise rephrasing vague sentences.
6. Have students practise uninterrupted, sustained writing for a specified time from their pre-writing notes. They should not pause to consider grammar, usage or mechanics at this point.
7. Help students develop checklists that they can use with peers or by themselves to evaluate the content, organisation and language of the first draft. Let them choose partners or groups to discuss their writing. Students must be instructed to concentrate on both strengths and weaknesses. At this point students must concentrate on fluency and elegance of writing.

Editing and Proof reading

8. *Have students form editing groups where they can use checklists to check grammar and mechanics in each other's writing. Mini lessons on problematic grammatical areas can be taught here. Encourage students to research spelling and grammatical rules themselves and discuss with peers.*

Practice in Writing

9. *Have students do practical projects like class or group magazines to help develop their writing skills. Groups can work on different collections, for example, short stories, anecdotes, inspirational pieces and poems.*
10. *Have students share their written pieces orally. Some class time can be allocated to daily reading, where students read from their completed pieces of whatever genre. At this point the audience is required to simply listen and respond appreciatively. It is important that teachers write also. Sharing your own writing with students is motivational to them and lends itself to the workshop atmosphere, which should prevail in the writing classroom.*
11. *Create opportunities for students to publish their work at school, in local newspapers and elsewhere.*

MODULE 3: SPEAKING AND WRITING (cont'd)

RESOURCES

- O'Hair, D., Friedrich, G. and Shaver, L. *Strategic communication in business and the professions*, Houghton Mifflin, (Part 1: Chs. 1 and 2; Part 2: Ch. 5; Part 3: Chs. 7 and 8; Part 4: Chs. 13, 14, 15), 1995.
- McDermott, H. *CAPE Communication Studies: Trinidad and Tobago*, Caribbean Educational Publishers, 2008.
- Simmons-MacDonald, H., Fields, L. and Roberts, P. *Writing in English: A coursebook for Caribbean students*, Kingston: Ian Randle, 1997.
- Tubbs, S. L. and Moss, S. *Human communication: Principles and contexts*, New York: McGraw Hill, 2007.
- Zeuschner, R. *Communicating today*, Boston: Allyn and Bacon, (Chs. 5, 17), 2002.

◆ OUTLINE OF ASSESSMENT

EXTERNAL ASSESSMENT

80%

Written Papers - 4 hours

Paper 01 (1 hour 30 minutes)	Forty-five compulsory, multiple-choice items.	30%
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Paper 02 (2 hours 30 minutes)	Three compulsory questions requiring more depth of understanding than questions in Paper 01.	50%
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SCHOOL-BASED ASSESSMENT

20%

Paper 03/1

A portfolio on a theme selected by the candidate and approved by the teacher.

Paper 03/2
(1 hour 30 minutes)

Private candidates are required to write Paper 03/2, an Alternative Paper to the School-Based Assessment Paper. The details are on page 38.

MODERATION OF THE SCHOOL-BASED ASSESSMENT

School-Based Assessment Record Sheets are available online via the CXC's website www.cxc.org.

All School-Based Assessment Record of marks must be submitted online using the SBA data capture module of the Online Registration System (ORS). A sample of assignments will be requested by CXC for moderation purposes. These assignments will be re-assessed by CXC Examiners who moderate the School-Based Assessment. Teachers' marks may be adjusted as a result of moderation. The Examiners' comments will be sent to schools. All samples must be delivered to the specified marking venues by the stipulated deadlines.

Copies of the students' assignment that are not submitted must be retained by the school until three months after publication by CXC of the examination results.

ASSESSMENT DETAILS

Paper 01 (1 hour 30 minutes – 30% of Total Assessment)

1. Number of Questions

This paper consists of forty-five (45) compulsory multiple-choice items based on the syllabus. There are fifteen (15) items on each Module.

2. Syllabus Coverage

This paper tests candidates' knowledge across the breadth of the syllabus.

3. Question Type

Each multiple-choice item will test either Comprehension or Language Awareness and Use. Items will be presented using words or illustrations, or a combination of words and illustrations, as stimulus material.

4. Mark Allocation

One mark will be assigned to each item.

The maximum number of marks of 45, available for this paper, will be weighted to 90.

This paper contributes 30% towards the final assessment.

Paper 02 (2 hours 30 minutes – 50% of Total Assessment)

1. Number of Questions

This paper consists of three compulsory questions, one on each of the Modules in the syllabus.

2. Syllabus Coverage

This paper requires more depth of understanding than questions in Paper 01.

3. Question Type

Questions may be presented using words or illustrations, or a combination of words and illustrations.

Questions 1 and 2 require the candidate to respond in the form of an essay.

Question 3 requires the candidate to select an appropriate presentation.

4. Mark Allocation

This paper is worth 75 (by 2) marks and contributes 50% towards the final assessment.

Each question contributes 25 (by 2) marks or about 16.7% towards the final assessment

5. Award of Marks

Marks are awarded for content, organisation and expression.

SCHOOL-BASED ASSESSMENT (20% of Total Assessment)

School-Based Assessment is an integral part of student assessment in the course covered by this syllabus. It is intended to assist students in acquiring certain knowledge, skills and attitudes that are associated with the subject. The activities for the School-Based Assessment are linked to the syllabus and should form part of the learning activities to enable the student to achieve the objectives of the syllabus.

During the course of study for the subject, students obtain marks for the competence they develop and demonstrate in undertaking their School-Based Assessment assignments. These marks contribute to the final marks and grades that are awarded to students for their performance in the examination.

The guidelines provided in this syllabus for selecting appropriate tasks are intended to assist teachers and students in selecting assignments that are valid for the purpose of School-Based Assessment. The guidelines provided for the assessment of these assignments are intended to assist teachers in awarding marks that are reliable estimates of the achievement of students in the School-Based Assessment component of the course. In order to ensure that the scores awarded by teachers are not out of line with the CXC standards, the Council undertakes the moderation of a sample of the School-Based Assessment assignments marked by each teacher.

School-Based Assessment provides an opportunity to individualise a part of the curriculum to meet the needs of students. It facilitates feedback to them at various stages of the experience. This helps to build their self-confidence as they proceed with their studies. School-Based Assessment also facilitates the development of the critical skills and abilities emphasised by this CAPE subject and enhances the validity of the examination on which candidate performance is reported. School-Based assessment therefore makes a significant and unique contribution to both the development of relevant skills and the testing and rewarding of students for the development of those skills.

The Caribbean Examinations Council seeks to ensure that the School-Based Assessment scores are valid and reliable estimates of accomplishment. The guidelines provided in this syllabus are intended to assist in doing so.

School-Based Assessment – Paper 03/1

PORTFOLIO

Each candidate will compile a portfolio on a theme selected, determined by the candidate and approved by the teacher. The portfolio should be internally coherent and be organised under four sections as follows:

1. **General Introduction** (12 marks)

This section should be no more than 200 words. It should relate to the other three sections, identifying the theme selected and the purpose of selecting it and showing how it relates to the candidate's academic, work-related and personal interests.

2. **Exposition** (16 marks)

This section of the portfolio will be orally presented and examined. The duration should be no more than 10 minutes per candidate. Topics chosen in this section should be current. A candidate should collect at least two pieces of related information on the selected topic.

A candidate's presentation should be well organised and effectively delivered, and should feature:

- i. a discussion of the issues raised and the challenges experienced in exploring the selected topic;
- ii. an evaluation of the effect of source, context and medium (or channel) on the reliability and validity of information gathered. (Refer to page 6, content 4c (v)).

Candidates may bring to the examination room a single cue card, 4" by 6", with headings (and nothing else) related to their presentation. Teachers must ensure that each candidate's card is free of additional information.

3. **Reflection** (14 marks)

A candidate will create ONE sample of original work which should not exceed 800 words. The sample created should cover ONE literary genre. Please note that the sample created must relate to the theme selected.

For this sample, candidates should write a preface of no more than 200 words, specifying:

- (a) the purpose;
- (b) the intended audience;
- (c) the context.

4. **Analysis** (18 marks)

The analysis in this section should not exceed 350 words. Candidates must analyse the sample created under Reflection. The analysis should address any TWO of the following:

- (a) registers;
- (b) dialectal variation;



- (c) attitudes to language;
- (d) communicative behaviours.

MARKING CRITERIA FOR SCHOOL-BASED ASSESSMENT

GENERAL INTRODUCTION

(12 MARKS)

(a) *Theme and purpose of portfolio*

(2 marks)

- *Candidate presents theme and purpose clearly.* 2 marks
- *Candidate presents theme and purpose, but not clearly OR presents only one of them clearly.* 1 mark
- *Candidate presents neither theme nor purpose.* 0 mark

(b) *How theme is treated in the Exposition and Reflection sections*

(4 marks)

- *Candidate explains how theme is developed in both sections, and how each section contributes to achieving his/her purpose.* 4 marks
- *Candidate explains how theme is developed in both sections, but explains how only one section contributes to achieving his/her purpose.* 3 marks
- *Candidate explains how theme is presented in both sections, but does not explain how the sections contribute to achieving his/her purpose.* 2 marks
- *Candidate explains how theme is developed in one section only, and how the latter contributes to achieving his/her purpose.* 2 marks
- *Candidate explains how theme is developed in one section only, with no further explanation.* 1 mark
- *Candidate does not explain how theme is developed in either of the sections.* 0 mark

(c) *How theme relates to candidate's academic interests*

(2 marks)

- *Candidate explains clearly how theme relates to his/her academic interests.* 2 marks
- *Candidate explains, but not clearly, how theme relates to his/her academic interests.* 1 mark
- *Candidate makes no attempt to relate theme to his/her academic interests.* 0 mark

(d) *How theme relates to candidate's work-related interests* (2 marks)

- *Candidate explains clearly how theme relates to his/her work-related interests.* 2 marks
- *Candidate explains, but not clearly, how theme relates to his/her work-related interests.* 1 mark
- *Candidate makes no attempt to relate theme to his/her work-related interests.* 0 mark

(e) *How theme relates to candidate's personal interests* (2 marks)

- *Candidate explains clearly how theme relates to his/her personal interests.* 2 marks
- *Candidate explains, but not clearly, how theme relates to his/her personal interests.* 1 mark
- *Candidate makes no attempt to relate theme to his/her personal interests.* 0 mark

EXPOSITION (16 MARKS)

(a) *Discussion of issues and challenges.* (5 marks)

- *Candidate has a current topic and demonstrates substantial knowledge of critical issues related to the topic, as well as considerable appreciation of the challenges raised by the issues.* 5 marks
- *Candidate has a current topic and demonstrates good knowledge of critical issues related to the topic, as well as good appreciation of the challenges raised by the issues.* 4 marks
- *Candidate has a current topic and demonstrates adequate knowledge of critical issues related to the topic, as well as adequate appreciation of the challenges raised by the issues.* 3 marks
- *Candidate has a current topic but demonstrates weak knowledge of critical issues related to the topic, as well as weak appreciation of the challenges raised by the issues.* 2 marks
- *Candidate has a current topic but demonstrates little knowledge of critical issues related to the topic, as well as little appreciation of the challenges raised by the issues.* 1 mark
- *Candidate has not chosen a current topic and demonstrates no knowledge of critical issues related to the topic, as well as no appreciation of the challenges raised by the issues.* 0 marks

- (b) **Evaluation of the effect of source, context and medium (or channel) on the reliability and validity of information gathered.** (4 marks)
- Candidate provides an excellent evaluation. 4 marks
 - Candidate provides a good evaluation. 3 marks
 - Candidate provides an unsatisfactory evaluation. 1- 2 marks
 - Candidate provides no evaluation. 0 mark
- (c) **Organisation** (3 marks)
- Candidate provides an organisation with introduction, logical sequence of ideas, and conclusion. 3 marks
 - Candidate provides an organisation with two of the elements above. 2 marks
 - Candidate provides an organisation with one of the elements above. 1 mark
 - Candidate provides no organisation. 0 mark
- (d) **Delivery (Audibility, fluency, eye contact, body movement, and paralinguistic features such as pauses, throat clearing, pitch and other such)** (4 marks)
- Candidate speaks with a clear, audible voice throughout and is consistently fluent and confident, with excellent paralinguistic control. 4 marks
 - Candidate generally speaks with a clear, audible voice and is mostly fluent and confident, with moderate paralinguistic control. 3 marks
 - Candidate often speaks unclearly and is hardly fluent or confident, with limited paralinguistic control. 2 marks
 - Candidate generally speaks unclearly, haltingly and uncertainly, with no paralinguistic control. 1 mark
 - Candidate does not deliver. 0 mark

NB Students who have severe speech impediments should be exempted from the requirement of fluency.

REFLECTION

(14 MARKS)

(a) Preface

(4 marks)

- Candidate provides an excellent treatment of purpose, audience and context.
- Candidate provides a very good treatment of purpose, audience and context.
- Candidate provides a good treatment of purpose, audience and context.
- Candidate provides an unsatisfactory treatment of purpose, audience and context.

4 marks

3 marks

2 marks

0-1 mark

(b) Rest of Reflection sample * (10 marks)

- Candidate produces an excellent sample in terms of creativity, organisation, and expression.
- Candidate produces a very good sample in terms of creativity, organisation, and expression.
- Candidate produces a good sample in terms of creativity, organisation, and expression.
- Candidate produces an adequate sample in terms of creativity, organisation and expression.
- Candidate produces an unsatisfactory sample in terms of creativity, organisation, and expression.
- Candidate produces a weak sample in terms of creativity, organisation, and expression.

10 marks

8-9 marks

6-7 marks

4-5 marks

2-3 marks

0-1 mark

ANALYSIS

(18 MARKS)

(a) Content

(8 marks)

- Candidate provides an excellent analysis of the two elements selected.
- Candidate provides a very good analysis of the two elements selected.
- Candidate provides a good analysis of the two elements selected.
- Candidate provides an unsatisfactory analysis of the two elements selected.
- Candidate provides a weak analysis of the two elements selected.

8 marks

6-7 marks

4-5 marks

2-3 marks

0 -1 mark

* **Creativity factors:** unique / idiosyncratic use of genre; audience engagement; originality of ideas and events.

Organisation factors: introduction, development and conclusion; thematic / episodic coherence; labelled sections and subsections; references / bibliography; appendices / annexes.

Expression factors: appropriateness of register to genre; grammatical language; facilitative punctuation / pronunciation / intonation; careful proofreading.

(b)	Expression	(5 marks)
•	<i>Candidate's analysis is clear and fluent and there is excellent control of grammar and syntax.</i>	<i>5 marks</i>
•	<i>Candidate's analysis is clear and fluent and there are hardly any errors of grammar and syntax.</i>	<i>4 marks</i>
•	<i>Candidate's analysis is clear and fluent but there are several errors of grammar and syntax.</i>	<i>3 marks</i>
•	<i>Candidate's analysis is clear but not fluent, and there are many errors of grammar and syntax.</i>	<i>2 marks</i>
•	<i>Candidate's analysis is incoherent and there are many errors of grammar and syntax.</i>	<i>0 -1 mark</i>
(c)	Organisation (introduction, development, conclusion, coherence, links from paragraph to paragraph)	(5 marks)
•	<i>Candidate demonstrates excellent organisation.</i>	<i>5 marks</i>
•	<i>Candidate demonstrates very good organisation.</i>	<i>4 marks</i>
•	<i>Candidate demonstrates good organisation.</i>	<i>3 marks</i>
•	<i>Candidate demonstrates unsatisfactory organisation.</i>	<i>2 marks</i>
•	<i>Candidate demonstrates poor organisation.</i>	<i>0 – 1 mark</i>

◆ REGULATIONS FOR PRIVATE CANDIDATES

Candidates who are registered privately will be required to sit Paper 01A, 01B, Paper 02 and Paper 03/2. Paper 03/2 will test the candidate's acquisition of the skills in the same areas of the syllabus identified for the School-Based Assessment. Consequently, candidates are advised to undertake a portfolio similar to the portfolio that the school candidates will normally complete and submit for School-Based Assessment. It should be noted that private candidates will not be required to submit a portfolio.

Paper 03/2 (1 hour 30 minutes)

1. Number of Questions

This Paper consists of three compulsory questions, one on each Module.

This Paper tests skills similar to those listed in the School-Based Assessment (Paper 03/1).

2. Question Type

Each question requires the candidate to respond in the form of an essay.

3. Mark Allocation

This paper is worth 60 marks and contributes 20% towards the final assessment.

4. Award of Marks

Marks are awarded for content, organisation and expression.

◆ REGULATIONS FOR RE-SIT CANDIDATES

Re-sit candidates must complete Papers 01 and 02 of the examination for the year for which they re-register. A candidate who re-writes the examination within two years may re-use the moderated School-Based Assessment score earned in the previous sitting within the preceding two years.

Candidates are no longer required to earn a moderated score that is at least 50 per cent of the maximum possible score; any moderated score may be re-used.

Candidates re-using SBA scores in this way must register as 'Re-sit candidates' and provide the previous candidate number. (In order to assist candidates in making decisions about whether or not to reuse a moderated SBA score, the Council will continue to indicate on the pre-slip if a candidate's moderated SBA score is less than 50 per cent).

Re-sit candidates must be registered through a school, a recognised educational institution, or the Local Registrar's Office.

◆ ASSESSMENT GRID

The Assessment Grid for the Unit contains marks assigned to papers and Modules, and percentage contributions of each paper to total scores.

Papers	Module 1	Module 2	Module 3	Total Marks	(%)
	Gathering and Processing Information	Language and Community	Speaking and Writing		
External Assessment Paper 01	15 (30)	15 (30)	15 (30)	45 (90)	(30)
Paper 02	50	50	50	150	(50)
School-Based Assessment Paper 03/1/03/2	20	20	20	60	(20)
Total	85 (100)	85 (100)	85 (100)	255 (300)	(100)

◆ GLOSSARY

Module One

<i>channel/medium(n)</i>	<i>The form of the message or the vehicle for sending it (televised, podcast, tele/video-conferencing, e-books, e-readers); also referred to as medium. The plural form of 'medium' used in this syllabus is 'mediums' to differentiate it from 'media' as used in mass media).</i>
<i>data (n)</i>	<i>Information that is used as a basis for calculating, reasoning or making decisions.</i>
<i>database (n)</i>	<i>A collection of information (data) that is organised in, for example, a computer to enable rapid search and retrieval.</i>
<i>effluent reading (adj)</i>	<i>Reading for information.</i>
<i>fallacy (n)</i>	<i>An error in reasoning or logic. More than a dozen common logical fallacies can readily be identified. A well-known fallacy is the bandwagon appeal, as in: Dedicated professional people all use product X, so shouldn't you do so too?</i>
<i>genre (n)</i>	<i>A category of literature or art.</i>
<i>media (n)</i>	<i>For example, press, print, radio, TV and Internet news, entertainment sources. Also referred to as mass media.</i>
<i>medium/channel (n)</i>	<i>See channel.</i>
<i>primary source (n)</i>	<i>An article or other document written by the actual researcher of a study or creator of a theory. Journals are great sources of articles that are primary sources. Historical documents, literary works, letters and reports are also examples of primary sources.</i>
<i>reliability (n)</i>	<i>The level to which an experiment, test or procedure gives the same results when done again and again.</i>
<i>resource (n)</i>	<i>A physical, human or virtual tool that assists one. In research, reliable websites can be considered resources, just as journals, compact discs, reports, encyclopedias; audio/video tapes are considered resources. Typically, a resource is a source of information.</i>
<i>search engine (n)</i>	<i>A tool that assists in sifting through databases to identify sources that fit specific criteria. For example, Google and Yahoo are popular search engines; the user may be directed to either full articles or to databases that contain information but that require a password or fee. Many colleges and universities now subscribe to services that allow students direct access to databases such as ProQuest and Ebsco Host; the latter, for example, houses Academic Search</i>

Premier and Business Source Premier that provide access to almost 5,000 full text journals, which contain thousands of primary sources.

secondary source (n) *An article, book or other document written by someone who did not actually do the research or formulate the opinions or theories but who has pulled together relevant sources. Encyclopedias and textbooks are common examples.*

validity (n) *The extent to which a test, experiment or procedure measures what it aims to measure.*

Module Two

Caribbean Standard English (CSE) (n) *An accepted standard of English developed in the Caribbean. It is as much a standard English as is British Standard English, American Standard English, Australian Standard English and Nigerian Standard English. CSE differs from other Standard Englishes primarily on the phonological and lexical levels, with no appreciable difference in grammar, particularly in the formal written mode*

Lexical differences can be found generally in the areas of body parts, clothing, food/drink and cultural beliefs. Some peculiar CSE expressions are: maubi, roti, obeah, parang, cut your eye at somebody, suck your teeth

In terms of phonology, the international patterns of CSE vary within the Caribbean territories as well as from other standard Englishes.

Caribbean Creole (n) *A language with a lexical base primarily from a European language but with a grammar that is non-European in many respects. Caribbean English Creoles (CEC) therefore have English as their lexical base. An example of a Creole with a French lexical base is St. Lucian Kwéyòl. The grammars of these Creoles are in some respects patterned on their West African sources. An example is the predicative use of adjectives, as in 'mi siki' 'mwen malad'.*

code-switch (v) *Move between varieties of language within a single utterance or in a conversation, for example, I went late to the market and mi no get no food. In this utterance, the speaker moves from Standard English I went to Creole mi no get no food.*

Creole (n) *A native language which has its beginnings in situations of contact where groups of people who did not share a common language were forced to communicate with each other.*

Creole-influenced vernacular (n) *A form of social communication that is in routine, widespread use in certain communities, for example, Barbados, and that is influenced by some features of a Creole.*

<i>dialect (n)</i>	<i>A regional or social variety of a language, usually noticeable through features of vocabulary and pronunciation and, to a lesser extent, grammar. Within English, several regional dialects can be identified, such as British English, American English, Nigerian English, Australian English and Caribbean English. Jamaican, Bajan, Belize Kriol and Trinidadian Creole are dialects of Caribbean Creole. Within Caribbean territories, there is further dialectal variation.</i>
<i>language (n)</i>	<i>A systematic way of communicating feelings or idea in words and signs. A language subsumes dialects and idiolects (personal ways of speaking a dialect) and may be designated as international, official, national. It may also be placed in a linguistic family or group. For example, French, Italian and Spanish belong to the Romance family of languages.</i>
<i>idiomatic expression (n)</i>	<i>An idiomatic expression is a saying or phrase with a figurative rather than a literal meaning, which cannot be worked out from the meaning of the component words. Examples of idiomatic expressions in English are rain cats and dogs, kick the bucket, not my cup of tea.</i> <i>Idiomatic expressions in Caribbean Creole include to kiss/suck teeth, to cut your eye (at someone)</i>
<i>international language (n)</i>	<i>(Also referred to as global language.) A language that serves as a lingua franca for peoples whose native languages are different. Of the world's 6,000 or so known languages, three (English, Spanish and French) are generally considered as international languages. For example, at the Olympics, which generally enjoys the participation of many countries, hundreds of different languages are informally spoken, but all formal communication generally occurs in these three international languages: English, Spanish and French, apart from the official language of the host country.</i>
<i>national language (n)</i>	<i>(Also referred to as native language or mother tongue.) A language the government recognises as having major significance in the social life of a nation. This might mean the government would allow one or more national languages to be used in education. Some countries have several national languages. For example, India recognises some 14 national languages; and Belize recognises five national languages. What is considered as an official language in one country (for example, Spanish in Mexico) may be used as a national language in another country (for example, Spanish in Belize).</i>
<i>official language (n)</i>	<i>A language used in official situations for legal, educational, government, and other formal communication purposes. Some countries recognise two or more official languages. For example, Canada recognises English and French, India recognises English and Hindi, and Haiti Haitian Creole and French.</i>
<i>pre-verbal particle marker (n)</i>	<i>A word that systematically comes before a verb and modifies the latter's meaning by specifying the general time and nature of its action. For example, in the phrase does teach, does is a pre-verbal particle that specifies present time, emphasis and regularity of occurrence in the meaning of the verb in most Caribbean English Creoles. .</i>

<i>register (n)</i>	<i>The range of types of language choices from highly formal and stylised to intimate, available for use.</i>
<i>standard language (n)</i>	<i>The dialect of a language that is generally used for education and other formal or official purposes. It is generally held to be the most prestigious of the dialects of a language.</i>
<i>style (n)</i>	<i>A person's distinctive way of speaking or writing that arises from factors such as pronunciation, word choice and sentence structure.</i>
<i>vernacular (n)</i>	<i>The language variety of a community or country that is in routine widespread use in social interaction.</i>

Module Three

<i>culture (n)</i>	<i>A way of life characteristic of a group of people. It includes their language, food, dress, and lifestyles, is socially acquired and evolves slowly across generations.</i>
<i>intercultural communication</i>	<i>The type of communication that takes place between or across cultures or sub-groups.</i>
<i>interpersonal communication</i>	<i>The type of communication that takes place between two or more people.</i>
<i>intrapersonal communication (n)</i>	<i>The type of communication that takes place within a person and which consists of thinking, imagining and reflecting.</i>
<i>mode (n)</i>	<i>A general way of categorising. For example, communication can be considered to have five modes: listening, speaking, reading, writing and visually representing.</i>

Sources for meanings in this glossary

<i>Allsopp, R.</i>	<i>Dictionary of Caribbean English, Oxford: Oxford University Press, 1996.</i>
<i>Devonish, H.</i>	<i>Language and Liberation: Creole language politics in the Caribbean, (2nd ed.), Kingston: Arawak, 2007.</i>
<i>Merriam Webster's Collegiate Dictionary (10th ed.), Springfield, Massachusetts: Merriam-Webster Incorporated, 1996.</i>	
<i>Tubbs, S. L. and Moss, S.</i>	<i>Human communication: Principles and contexts, (10th ed.), New York: McGraw Hill, 2007.</i>
<i>Young, C.</i>	<i>Language and education in Belize, Belize City: Angelus Press, 2002.</i>

Audiotapes by performers such as: Paul Keens-Douglas (for example, Savannah Ghost, Tim Tim), Joan Andrea Hutchinson (for example, Dat Bumpy Head Gal).

Videotaped films such as: My Fair Lady and Oliver At Large

◆ GLOSSARY OF BEHAVIOURAL VERBS USED IN THE COMMUNICATION STUDIES EXAMINATIONS

WORD	TASK
Analyse / Write an analysis of	Explain or interpret information by examining its constitution or structure methodically as directed. An analysis may involve identifying matters such as dialectal varieties, attitudes to language, and authorial tone. For example: In an essay of no more than 300 words, write an analysis of the extract taking into consideration: (i) dialectal variation (ii) attitudes to language (iii) communicative behaviours.
Comment	Give your views or reaction. This verb is typically used in a question that seeks the candidate's views on the effectiveness of a literary or language device. For example: Choose ONE of the metaphors and comment on its effectiveness.
Compose	Make up, develop, form or create. For example: Compose FOUR questions that should be included in the questionnaire.
Compare and contrast	Express similarities and differences between at least two entities. 'Compare' refers to the similarities, while 'contrast' refers the differences. An alternative expression is 'State/Discuss similarities and differences'. For example: (1) <u>Compare and contrast</u> Tiger's speech and Urmilla's. (2) Discuss similarities and differences between Tiger's speech and Urmilla's.
Define	State precisely the meaning, nature or scope of (often with an illustration). This verb is usually used in relation to words/phrases. For example: Define the term "dialect".

Describe	Provide an account of something or an issue in words, including its significant characteristics or traits. For example: Describe how history has influenced the language situation in a named territory you have studied.
Discuss	Provide an extended answer that explores related concepts and issues, using detailed examples but not necessarily drawing a conclusion. For example: In an essay of no more than 500 words, discuss the following: (a) The dialectal variation in the passage; (b) How film would effectively capture the communicative behaviours in this extract.
Explain	Make something (usually an idea, situation or problem clear by describing it in more detail or giving more information on it. For example: Two students are overheard discussing sources to be used for the research. Paul: I say we should forget that article from “The Gazette” and concentrate instead on parents as a source. Beryl: No way! Explain how EACH of the sources mentioned in the dialogue above could be used in the research.
Evaluate	Judge or determine the value of material (usually information and its sources) for a given purpose. For example: <u>Evaluate</u> the reliability of the information.
Give /State	Provide (usually short, concise answers). For example: (1) <u>Give</u> TWO reasons for your answers. (2) <u>State</u> the writer’s main point in no more than 30 words.
Identify	Extract the relevant information from a stimulus without explanation. For example: 1 (a): <u>Identify</u> FOUR features of non – verbal communication that a politician might use in a debate in parliament.

Give an explanation (for a response or situation).

For example:

1 (b) Justify one of the features in your answer in 1 (a) above.

Western Zone Office
7 May 2010

CARIBBEAN EXAMINATIONS COUNCIL

**Caribbean Advanced Proficiency Examination
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COMMUNICATION STUDIES

Specimen Papers and Mark Schemes/Keys

Specimen Papers:

-Paper 01
Paper 02
Paper 03/2

Mark Schemes and Keys:

- Paper 01
Paper 02
Paper 03/2



TEST CODE **02114010-ES**

SPEC 2014/02114010-ES

CARIBBEAN EXAMINATIONS COUNCIL

CARIBBEAN ADVANCED PROFICIENCY EXAMINATION[®]

COMMUNICATION STUDIES

SPECIMEN PAPER 01

GATHERING AND PROCESSING INFORMATION – LISTENING

EXAMINER'S SCRIPT

ITEMS 1–7

1. Say to candidates

Items 1–7 constitute Section A of this paper. They are based on an extract, which I will read to you. You will be given 2 minutes to look at the items before you listen to the extract. Then I will read the extract to you twice.

You are required to listen carefully to the extract before answering the items. You may make notes while you listen to the reading. You must NOT begin to answer the items until you are told to do so.

You are required to respond to the items on your answer sheet by selecting the correct option from the four options lettered A–D.

2. Say to candidates

Look at the items now for 2 minutes.

3. Two (2) minutes later, say to the candidates

Now listen carefully while I read this extract twice. Remember, you may make notes as I read.

4. Read the following extract twice at normal reading pace. (DO NOT dictate the extract for candidates to copy it.)

Dawn is a Fisherman

Dawn is a fisherman, his harpoon of light
Poised for a throw — so swiftly morning comes:
The darkness squats upon the sleeping land
Like a flung cast-net, and the black shapes of boats
Lie hunched like nesting turtles
On the flat calm of the sea.

By Raymond Barrows

GO ON TO THE NEXT PAGE

5. After you have read the extract the first time, pause for a few seconds and then say to candidates:

I shall now read the extract a second time.

6. After you have read the extract a second time, pause for a few seconds and then say to candidates:

You have 90 minutes to answer all the items on Paper 01. When you are finished answering those items which are based on this extract, go straight Section B and answer the items 8 to 45 there. Do not wait for any further instructions I will tell you when the last fifteen minutes are left.

7. Seventy-five minutes later, tell the candidates that they have 15 minutes left.
8. Fifteen minutes later, at the end of the allotted 90 minutes, collect all papers and dismiss the candidates.



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C A R I B B E A N E X A M I N A T I O N S C O U N C I L

CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®

COMMUNICATION STUDIES

SPECIMEN PAPER

Paper 01

1 hour 30 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This test consists of 45 items divided into two sections, A and B.
2. Section A, based on a communication extract, consists of 7 questions. The extract, which is NOT included in the question booklet, will be read to you twice but you will be allowed two minutes to look at the questions before the extract is read to you.
3. Section B consists of 38 questions. Answer each question based on the information given.
4. In addition to the test booklet, you should have an answer sheet.
5. Each item in this test has four suggested answers lettered (A), (B), (C), (D). Read each item you are about to answer and decide which choice is best.
6. On your answer sheet, find the number which corresponds to your item and shade the space having the same letter as the answer you have chosen. Look at the sample item below.

Sample Item

Which of the following is an advantage of the questionnaire as a data collection method?

- (A) Ease of administration
- (B) Immediacy of feedback
- (C) Openness of discussion
- (D) Opportunity for clarification

Sample Answer



The best answer to this item is “Ease of administration”, so (A) has been shaded.

7. If you want to change your answer, erase it completely before you fill in your new choice.
8. When you are told to begin, turn the page and work as quickly and as carefully as you can. If you cannot answer an item, go on to the next one. You may return to this item later.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

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02114010/SPEC 2014

SECTION A

Items 1–7

Instructions: You will hear an extract. It will be read twice. Listen carefully before answering the questions based on the extract.

1. What is the MAIN idea in the extract?
 - (A) A fisherman goes fishing in the dawn.
 - (B) A fisherman goes fishing as soon as morning comes.
 - (C) Dawn in its different aspects quickly gives way to morning.
 - (D) Dawn in its different aspects is as quick as a thrown harpoon.
2. What details support the main idea of the extract?
 - I. “Harpoon of light”
 - II. “A flung cast-net”
 - III. “Black shapes of boats”
 - (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II and III
3. Which of the following BEST expresses the purpose of the extract?
 - (A) To show how quickly morning comes
 - (B) To describe dawn as a fisherman who goes to sea
 - (C) To compare the rays of the morning sun to a fisherman’s harpoon
 - (D) To capture aspects of dawn through images associated with fishermen
4. What is the literary device used in “The darkness squats upon the sleeping land”?
 - (A) Contrast
 - (B) Hyperbole
 - (C) Personification
 - (D) Transferred epithet
5. Which of the following literary devices are used in the extract?
 - I. Personification
 - II. Simile
 - III. Metaphor
 - (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II and III
6. Which of the following BEST captures the poet’s method of discourse?
 - (A) Narration of an event
 - (B) Description of a scene
 - (C) Provision of information
 - (D) Presentation of an argument
7. Which of the following comments BEST shows that the phrase “the black shapes of boats lie hunched like nesting turtles” is effectively used?
 - (A) It evokes a sense of admiration in the listener.
 - (B) It visually captures one aspect of the dawn.
 - (C) It compares the hunched state of the boats to turtles that are nesting.
 - (D) It shows that in the darkness boats can be mistaken for nesting turtles.

GO ON TO THE NEXT PAGE

SECTION B

Items 8–11

Instructions: Read the following scenario carefully and then answer Items 8–11.

Uncle Jerry’s Tees Fundraising that’s Fun Raising

- 5 Why do some school fundraisers and other fundraising projects fail to reach their goals? In many cases, it comes down to the products. We’ve all been there—in a position where we feel obligated to buy a fundraising product because it’s for a good cause even though, in reality, we will never use or enjoy that product. However, when you offer products that have broad-based appeal—that buyers are actually enthusiastic to purchase—your chances of success skyrocket. At Uncle Jerry’s Tees Fundraising, we are proud to carry fundraiser products that people will be happy to buy—not only because they will be contributing to a good cause, but because they actually like what they are getting.

Retrieved and adapted from <http://www.unclejerrysteetees.com>.

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|---|--|
| <p>8. Which of the following expresses the meaning of “broad-based appeal” in line 5?</p> <p>(A) Popular request
(B) Intensive demand
(C) Far-reaching popularity
(D) Widespread attractiveness</p> | <p>10. Which of the following factors is NOT true about the extract?</p> <p>(A) It uses rhetorical language.
(B) It is a primary source of data.
(C) The writer seems to be knowledgeable about fundraisers.
(D) Uncle Jerry’s Tees Fundraising claims to carry products that people will buy.</p> |
| <p>9. The purpose of Uncle Jerry’s Tees Fundraising message is to</p> <p>(A) entertain the online reader
(B) supply information on fundraising
(C) convince readers to buy his products
(D) persuade readers to go into fundraising</p> | <p>11. Which of the following literary devices is used in the title of the extract?</p> <p>(A) Pun
(B) Metaphor
(C) Assonance
(D) Oxymoron</p> |

GO ON TO THE NEXT PAGE

Items 12–15

Instructions: Read the following scenario carefully and then answer Items 12–15.

In her private practice, Dr Pierre realizes that many of her young patients need treatment for overbite problems. She would like to research the causes of these problems.

- | | |
|--|---|
| <p>12. Which of the following pairs of methods would be MOST suitable for gathering primary data for this research?</p> <p>(A) Questionnaire and interview</p> <p>(B) Observation and focus groups</p> <p>(C) Questionnaire and content analysis</p> <p>(D) Document analysis and focus group</p> | <p>14. Which of the following data sources would be suitable for the research?</p> <p>I. Young patients</p> <p>II. Parents of her young patients</p> <p>III. Classmates of her young patients</p> <p>(A) I and II only</p> <p>(B) I and III only</p> <p>(C) II and III only</p> <p>(D) I, II and III</p> |
| <p>13. Which of the following is an advantage that the questionnaire, as a data collection method, would offer Dr Pierre?</p> <p>(A) Ease of administration</p> <p>(B) Immediacy of feedback</p> <p>(C) Openness of discussion</p> <p>(D) Opportunity for clarification</p> | <p>15. Which of the following should Dr Pierre do in order to generalize the findings of her research?</p> <p>(A) Use a small sample size</p> <p>(B) Use a representative sample</p> <p>(C) Limit the demographic scope</p> <p>(D) Use only secondary sources of data</p> |

GO ON TO THE NEXT PAGE

Items 16–19

Instructions: Read the following excerpt carefully and then answer Items 16–19.

“Heat up, heat up,” Mrs Jackson said. “I don’t have no fridge, so if we don’t heat everything, it gwine spoil.”

“The word is ‘eat’, mama, not ‘heat,’ Natasha corrected her mother sternly. Mrs Jackson looked at her with pride.

- 5 “You know, Natasha always come first or second in her class. The only thing her teacher say is that she talk too much.”

- The child tightened, her face scornful and angry as she looked at her mother. Mrs Jackson smiled gently and several emotions went across her face. Andrea watched her, knowing she loved her mother but was ashamed of her. She, too, had felt that way,
 10 until her mother died when she was sixteen, three years ago. But her reasons had been different. Mrs Jackson didn’t seem the type who could drink white rum like a man and go to bars where she was the only woman. Andrea closed her eyes briefly.

“You’ve decorated your house nicely, Mrs Jackson,” she said. “Have you lived here long?”

Adapted from Alecia McKenzie, “Natasha”, Satellite City, Longman 1992.

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| <p>16. What is Natasha’s attitude to the language variety used by her mother?</p> <p>(A) Anger
 (B) Admiration
 (C) Acceptance
 (D) Indifference</p> | <p>18. What is the language register used by Mrs Jackson in the excerpt?</p> <p>(A) Casual
 (B) Frozen
 (C) Formal
 (D) Consultative</p> |
| <p>17. Which of the following BEST explains why Natasha displays an attitude of disapproval in line 7?</p> <p>(A) Natasha’s mother is telling Andrea about her.
 (B) Natasha’s teacher found her to be too talkative.
 (C) Natasha’s mother continues to speak English Creole.
 (D) Andrea is embarrassed by the speech of Natasha’s mother.</p> | <p>19. Which of the following is NOT an instance of the grammar of Caribbean English Creole?</p> <p>(A) “talk” (line 6)
 (B) “come” (line 5)
 (C) “don’t have no fridge” (line 1)
 (D) “if we don’t heat everything” (lines 1 – 2)</p> |

GO ON TO THE NEXT PAGE

Items 20–24

Instructions: Read the following excerpt carefully and then answer Items 20–24.

- “Gem!” she called. “Gem?” The second bellow was met with a timid reply.
 “Yes, Ma’am,” the obviously frightened housekeeper responded.
 “I am tired of telling you that you ought to make your presence known when I am around.”
 5 “But mi neva know dat yu is ere Ma’am.”
 “Gem, don’t tell me that the electronic car porch shutter makes far too much noise for you not to know that I am home.”...
 “Mi did not ear yu, Ma’am,” Gem retorted tersely as she descended the stairs.
 “Yu see de print letter, Ma’am?”
 10 “‘Hear’, Gem. Say ‘hear’. There is an ‘h’ on that word.”
 “Yes Ma’am, but me know yu undastan mi.”

*Adapted from D.A. Harris, “Bougainvillea”.
 Unpublished work, 2007.*

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|---|---|
| <p>20. Based on how Gem and Ma’am use language, which of the following describes the nature of the relationship between them?</p> <p>(A) Casual
 (B) Formal
 (C) Intimate
 (D) Consultative</p> | <p>23. Which of the following BEST describes “yu is ere” (line 5)?</p> <p>(A) Bad language
 (B) A case of subject – verb agreement
 (C) A good attempt at producing English Creole
 (D) A failed attempt at producing Standard Caribbean English</p> |
| <p>21. What is Ma’am’s attitude towards the use of English Creole?</p> <p>(A) Pride
 (B) Shame
 (C) Adoration
 (D) Disapproval</p> | <p>24. Which aspect of Gem’s speech is Ma’am correcting when she says, “‘Hear’, Gem. Say ‘hear’”?</p> <p>(A) Social
 (B) Semantic
 (C) Phonological
 (D) Grammatical</p> |
| <p>22. In the utterance “Yes, Ma’am, but mi know yu understand mi”, (line 11), which of the following areas of language is Gem focused on?</p> <p>I. Pronunciation
 II. Meaning
 III. Grammar</p> <p>(A) I only
 (B) II only
 (C) I and II only
 (D) I, II and III</p> | |

GO ON TO THE NEXT PAGE

Items 25–27

Instructions: Examine the following table which displays the linguistic groupings of four Caribbean countries and then answer Items 25–27.

1	2	3	4
Martinique	Nevis	Cuba	Bonaire
Guadeloupe	Montserrat	Puerto Rico	Curaçao

25. The citizens of countries listed in Column 2 are predominantly speakers of
- (A) Dutch
 - (B) French
 - (C) English
 - (D) Spanish
26. On the basis of language spoken, which of the following countries could replace Bonaire in Column 4?
- (A) Saba
 - (B) Belize
 - (C) Dominica
 - (D) St Thomas
27. In which of the following islands would a group of Martiniquans be likely to encounter the LEAST difficulty communicating with the locals?
- (A) St Croix
 - (B) Saint Lucia
 - (C) St Vincent
 - (D) Sint Eustatius

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Items 28–30

Instructions: Select the most appropriate answer for Items 28–30.

28. Which of the following would be the BEST justification for the use of Caribbean English Creole as a language?
- (A) Caribbean English Creole can be used for every communicative function.
 - (B) Caribbean English Creole is used only for entertainment and casual interaction.
 - (C) Caribbean English Creole is proudly used by many people across the English-speaking Caribbean.
 - (D) Caribbean English Creole has been used by writers in novels and short stories.
29. Which of the following factors does NOT critically affect the acquisition of the language people speak in Caribbean territories?
- (A) Trade
 - (B) Education
 - (C) Intelligence
 - (D) Immigration
30. Which of the following is NOT a dialect of a language spoken in the Caribbean region?
- (A) Patois
 - (B) Kreyòl
 - (C) French
 - (D) Garifuna

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Items 31–33

Instructions: Read the following scenario and then answer Items 31–33.

It is World AIDS Day and the students of CB College are attending a lecture. During the presentation, the students in the audience begin to fidget. The speaker suspects that it is because his presentation is not very clear and decides to make changes before presenting to another group.

- 31.** What are some organizational features that a presenter could employ to ensure that a presentation is coherent?
- I. Clear topic sentences
 - II. Clear thesis statement
 - III. Transitional words
- (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II and III
- 32.** Which of the following sets of communicative behaviours would BEST help the presenter to enhance his presentation?
- (A) Use of gestures, facial expression and vocalics
 - (B) Time management and distance from audience
 - (C) Use of graphics and time management
 - (D) Distance from audience, hairstyle and facial expressions
- 33.** Which of the following would NOT be an effective medium if the presenter were to make a similar presentation to a group of first form students?
- (A) Lecture
 - (B) Dramatization
 - (C) Cartoon animation
 - (D) Slide presentation

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Items 34–35

Instructions: Read the following scenario and then answer Items 34–35.

John is listening attentively to a guest lecture on short story writing. Shortly after the presentation starts, his teacher asks him to give the vote of thanks. John makes careful notes, which he uses as cues during the vote of thanks.

- | | |
|--|--|
| <p>34. Which method of presentation does John use in his speech?</p> <p>(A) Prepared speech
(B) Extempore speech
(C) Memorized presentation
(D) PowerPoint presentation</p> | <p>35. Which of the following communicative behaviours could John use to make his presentation effective?</p> <p>(A) Standing erect on the spot
(B) Using different gestures
(C) Using a high-pitched voice
(D) Reading verbatim from his notes</p> |
|--|--|
-

Items 36–37

Instructions: Read the following scenario and then answer Items 36–37.

Tommy's younger brother, who is writing an essay as a Social Studies assignment, asks him to look at the first draft. Tommy notices that the draft is poorly organized.

- | | |
|---|--|
| <p>36. Which of the following sets of strategies could Tommy suggest that his brother use to improve the organization of his essay?</p> <p>(A) Statistics and clear descriptions
(B) Graphs and clear descriptions
(C) Clearly defined main points and charts
(D) Clearly defined main points and transitional words</p> | <p>37. Which of the following technological devices could Tommy's brother use to improve the visual presentation of his assignment?</p> <p>(A) Television
(B) Word processor
(C) Document camera
(D) Overhead projector</p> |
|---|--|

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Items 38–42**Instructions: Select the most appropriate answer for Items 38–42.**

38. Which of the following is an example of horizontal communication?
- (A) Team members share ideas
 - (B) Managers set targets for staff
 - (C) Workers give feedback to managers
 - (D) Department heads give tasks to workers
39. Which of the following elements of her opponent's delivery would a debater need to focus on to make an effective rebuttal?
- (A) Introduction, thesis and conclusion
 - (B) Style of delivery, thesis and introduction
 - (C) Thesis, main points and supporting evidence
 - (D) Development, main points and supporting evidence
40. An overseas student is asked to inform an assembly of students about her culture. Which of the following reasons BEST explains why visual aids would be an effective tool to use in her presentation?
- (A) They can serve as a record of the presentation.
 - (B) They can act as supplemental material for the audience.
 - (C) They can allow the audience to participate in the presentation.
 - (D) They help the audience to better grasp the information being presented.
41. A young advertising executive is invited to address a group of CAPE Communication Studies students on the advantages and limitations of advertising.
- What TWO elements of the communication process should he/she consider when planning the presentation?
- (A) Decoding and perception
 - (B) Association and perception
 - (C) Conceptualization and encoding
 - (D) Conceptualization and persuasion
42. You are a member of your school's winning football team and you have been asked to make a presentation to students of another school on the value of sportsmanship.
- Which of the following combinations would be MOST appropriate to hold the interest of the students?
- (A) Skit and song
 - (B) Report and song
 - (C) Speech and poetry
 - (D) Speech and video clips

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Items 43–45

Instructions: Read the following scenario and then answer Items 43–45.

It is the hurricane season again and the members of the Emergency Relief Organization are identifying ways in which young people may be mobilized to act as volunteers in the event of a hurricane.

- | | |
|---|---|
| <p>43. Which of the following mediums of verbal communication would be MOST suitable for attracting a youthful audience?</p> <p>(A) Jingles
(B) Sign language
(C) Spoken commands
(D) Official documents</p> | <p>45. Which of the following would NOT be helpful to the organization in ensuring continued youth participation?</p> <p>(A) Staging a song competition in the schools
(B) Criticizing the work ethic of youth on public media
(C) Involving the young people in a mentorship programme
(D) Encouraging families to participate in the organization's activities</p> |
| <p>44. Which of the following mediums could be used by the members of the organization to encourage the young people to volunteer?</p> <p>I. Case studies showing the work of the organization
II. Local celebrities endorsing volunteerism
III. Appeals made through schools' Red Cross groups</p> <p>(A) I only
(B) I and II only
(C) I and III only
(D) I, II and III</p> | |

END OF TEST

Item	Specific Objective	Key	Item	Specific Objective	Key
1	M1; SO 4	C	26	M2; SO 7	A
2	M1; SO 4	D	27	M2; SO 7	B
3	M1; SO 4	D	28	M2; SO 2	A
4	M1; SO 4	C	29	M2; SO 7	C
5	M1; SO 4	D	30	M2; SO 7	C
6	M1; SO 2	B	31	M3; SO 9	D
7	M1; SO 2	B	32	M3; SO 6	A
8	M1; SO 4	D	33	M3; SO 11	A
9	M1; SO 4	C	34	M3; SOs 3, 6	B
10	M1; SO 6	B	35	M3; SOs 4, 6	B
11	M1; SO 4	A	36	M3; SO 9	D
12	M1; SO 6	D	37	M3; SO 11	B
13	M1; SO 6	A	38	M3; SO 3	A
14	M1; SO 6	D	39	M3; SO 4	C
15	M1; SO 6	B	40	M3; SOs 7, 11	D
16	M2; SO 8	A	41	M3; SO 4	C
17	M2; SO 7	C	42	M3; SO 7	D
18	M2; SO 8	A	43	M3; SO 7	A
19	M2; SO 3	D	44	M3; SO 7	D
20	M2; SO 8	B	45	M3; SO 4	B
21	M2; SO 7	D			
22	M2; SO 8	B			
23	M2; SO 3	D			
24	M2; SO 3	C			
25	M2; SO 7	C			

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ADVANCED PROFICIENCY EXAMINATION

COMMUNICATION STUDIES

SPECIMEN PAPER

PAPER 02

2 hours 30 minutes

INSTRUCTIONS TO CANDIDATES

Answer ALL questions.

SECTION A

MODULE 1 – GATHERING AND PROCESSING INFORMATION

1. Read the extract below and then answer the questions that follow.

Look at them behind their counters – young, neatly outfitted in their starched fast food uniforms or their linen and polyester clerk suits. They quickly and effortlessly tap the keys on their cash registers and computers, answer phones, and look quite efficient, don't they? They seem as if they can think, don't they? Don't let the pressed clothes and technology fool you; many of them can't. Let there be a glitch or a breakdown and then you'll see what lies beneath the suits and uniforms and beyond the counters – operators of broken-down cash registers and computers who will fumble to spell and calculate. And you, older than they, will wonder what they spent their primary and secondary school years learning.

You can spot them everyday, everywhere. Last week, for example, I saw the brain of a young attendant at a fast food outlet shut down the instant his computer crashed. Before the crash, he had appeared capable as he punched the appropriate keys for the orders. But when he was faced with having to write down what his customers wanted, he could only operate in slow motion. I know because, to my misfortune, I was about to order a tuna sandwich and a large orange juice when the system failed. After a minute or two of trying to spell the two items, he scrunched up the piece of paper and started writing afresh on a second sheet. I was not sure I'd get the correct meal.

Two days after this calamity, I encountered one of Mr. Illiteracy's pals, a Miss Innumeracy, in a store downtown when I was trying to pay a bill of \$26.05 with two twenty-dollar bills. Because of a mix-up, the cash register was closed, and so the young girl had to calculate on paper how much change to give me. After an eternity of scratching her head and calculating on a sheet of paper, she handed me \$14.05, but, thanks to my Standard Five teacher, I had already calculated in my head that I should have received \$13.95. When I told her so, she seemed mentally paralysed. Luckily, another suited girl, who looked senior in age and rank, came to her rescue. She whipped out a calculator, pressed a few keys, and, presto, gave me the right change, scolding Miss Innumeracy for her bad math!

I left, thinking sadly that there was nothing I could do to help them make up for the years they had spent in their classrooms not bothering to learn how to read, write, count, or think.

*Adapted from Suzanne Mills, "Between the Lines",
Trinidad and Tobago Newsday, June 2, 2004, p.11.*

- (a) State the writer's MAIN point in no more than 30 words. **(2 marks)**
- (b) Write an ESSAY in no more than 500 words in which you include reference to the following:
- (i) The writer's purpose
 - (ii) Organisational strategies
 - (iii) Language techniques
 - (iv) An evaluation of the appropriateness of the tone.
- (23 marks)**

[Total 25 marks]

SECTION B

MODULE 2 – LANGUAGE AND COMMUNITY

Read the extract below and then answer the questions that follow.

With great dignity, she slowly mounted the steps of the Housing Office in town. The chief clerk in the office greeted her politely and offered her a chair.

He remembered his boyhood days when he would buy three oranges for a penny from Tantie's tray in the market.

'Tantie, I am glad you came in answer to my letter. We have a little matter to settle.'

He stretched out his bare knees and long stockinged legs under the desk. Tantie remained silent.

'I know how you feel to leave the old place. But never mind, we'll fix you up snug and nice.'

'Me old house is good enough for me, thank you. I ain't going nowhere.'

'Yes, Tantie, but you won't be able to stay there when they build the road and all the heavy lorries and taxis start passing along there.'

He pleaded but Tantie remained adamant.

'All right Tantie. We'll see what can be done.'

'Any luck?' asked his assistant coming in from the adjoining room after she had gone.

'No use arguing. I think we'll just have to move the old girl bodily.'

*Monica Skeete, The Road,
Thomas Nelson & Sons Ltd., 1982, pp. 115 – 116.*

2. In an ESSAY of no more than 500 words, discuss the following:

- (a) The different ways in which the clerk and Tantie use language;
- (b) The various social factors responsible for the tension in the interaction they have;
- (c) How a video presentation would highlight that tension.

[Total 25 marks]

SECTION C

MODULE 3 – SPEAKING AND WRITING

3. Read the scenario below and then answer the questions that follow.

Your Principal has invited you to deliver the feature address for the annual graduation ceremony at your school/college, in which tolerance and togetherness are emphasised. Your address should be directed to both graduands and parents.

- (a) In no more than 50 words, explain how you would use TWO verbal and TWO non-verbal elements to influence how the audience receives your message. **(4 marks)**
- (b) In no more than 300 words, **write the feature address** in which tolerance and togetherness are emphasised. **(21 marks)**

[Total 25 marks]

END OF EXAMINATION

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SPECIMEN PAPER

COMMUNICATION STUDIES

PAPER 02

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2010**Question 1****Content (10 marks)**

- (a) Award **2 marks** for the main point of the writer:

Young adults in the workplace, both male and female, are frustratingly illiterate and innumerate, having squandered their learning opportunities in primary and secondary school. **[2 marks]**

- (b) (i) Award **2 marks** for the writer's purpose, something like the following:

To draw public attention to the illiteracy and innumeracy of primary and secondary school graduates in the workplace in hope, perhaps, of motivating corrective action. **[2 marks]**

- (ii) Award **1 mark** for each of **TWO** of the following organisational strategies such as:

- a) report of personal experience (two encounters: one with an illiterate young man , the other with an illiterate young lady);
- b) use of contrast (for example, between the attendants' impressive attire and their educational incompetence; between that incompetence and the writer's (the latter acquired in primary school)
- c) indication that the problem affects both genders

[2 marks]

- (iii) Award **1 mark** for each of **TWO** language techniques

- a) the general-reference statement 'You can spot them everyday, everywhere', illustrated by the two encounters mentioned above
- b) emotive language, in particular, the language of frustration and distress
- c) choice of names to emphasise characteristics focused on.

[2 marks]

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2010

(iv) Award **2 marks** for an evaluation of tone such as the following:

- a) there is a clear tone of concern/frustration that is achieved through, for example, use of negative emotive words/phrase (for example, 'fumble', 'wonder...', 'to my misfortune', 'calamity', 'Mr. Illiteracy') and a contrast between physical appearance and mental incompetence.

Award **1 mark** for an answer which simply identifies the tone.

Organisation	7 marks
Excellent introduction, thematic cohesion, appropriate use of transitional devices, effective conclusion.	7
Good use of the above with one to two weaknesses visible.	5 - 6
Adequate level of organisation with several weaknesses noted.	3 - 4
Unsatisfactory level of organisation. Weaknesses in all areas identified above.	1 - 2
No organisation.	0

Expression	8 marks
Excellent, effective and error free use of language.	8
Very good use of language though there may be few lapses.	7
Good use of language though there may be a few lapses.	5 - 6
Some ability to use language accurately and effectively, but with some inconsistency in accurate usage.	3 - 4
Frequent, inaccurate use of language. OR Insufficient information presented to make an assessment.	1 - 2
Inability to use language accurately. OR Too little information presented to make an assessment.	0

Total 25 marks

COMMUNICATION STUDIES

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MARK SCHEME
2010**Question 2****Content (10 marks)**

Award 10 marks for the discussion of:

- (a) The clerk's use of Standard English versus Tantie's partial use of non-standard English; the relationship of the usage to social status and level of formality of context: for example, (i) the clerk holding an important government office but Tantie being a market vendor who has grown old; (ii) the meeting taking place in a government office where the atmosphere is, by default, formal; and (iii) Tantie's attempt to use standard English as a result of that formality.

Clerk's use of specific language and tone (i) "little matter" is used to put Tantie at ease and avoid confrontation (ii) "snug and nice" used to placate her. Also use of "move the old girl" suggests a disparaging attitude in contrast to his seeming caring portrayed before.

Tantie shows her inflexibility and formality in her language use. (i) Her use of "thank you" suggests the formality as she distances herself from the clerk's attempts to placate her. (ii) Her abrupt sentence speaks to her dissatisfaction with moving. (iii) Her not speaking also points to her dissatisfaction.

- (b) Tantie's desire to keep her old house versus the clerk's desire for her to move because of plans to build a road nearby – tradition versus progress; their familiarity with each other in different roles and at different levels of maturation: she a market vendor and he merely a boy who bought oranges from her; the social roles reversed as evidenced, for example, in his government job, his official attire, and her, a grown woman, having to come to him; his polite tone versus her insistence on staying.

Tantie's recognition that she is being taken advantage of because of her position in society (her powerlessness) versus the clerk's need to carry out his job.

- (c) The clerk leaning towards a stern, straight-backed Tantie, smiling but mixing respect with firm intention; he pleading and perhaps smiling, but she unwavering, now expressionless, now animated and perhaps raising her voice; she with a stern, erect posture as she sits listening, adopting a cold tone in contrast with the intended warmth of that of the clerk; perhaps background scenes contrasted with the present-day scene.

The emphasis on the distance between the clerk's desk and Tantie's position to highlight tension.

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Content	10 marks
A superior response that addresses all areas identified.	9 - 10
A good response that addresses most of the areas identified.	7 - 8
A fair response that addresses half of the areas identified; however, not all fully developed.	5 - 6
A weak response – less than half of expected content. Not well developed.	3 - 4
A poor response. Minimal content evident.	0 - 2

Organisation	7 marks
Excellent introduction, thematic cohesion, appropriate use of transitional devices, effective conclusion.	7
Good use of the above with one to two weaknesses visible.	5 - 6
Adequate level of organisation with several weaknesses noted.	3 - 4
Unsatisfactory level of organisation. Weaknesses in all areas identified above.	1 - 2
No level of organisation.	0

Expression	8 marks
Excellent, effective and error free use of language.	8
Very good use of language though there may be few lapses.	7
Good use of language though there may be a few lapses.	5 - 6
Some ability to use language accurately and effectively, but with some inconsistency in accurate usage.	3 - 4
Frequent, inaccurate use of language. OR Insufficient information presented to make an assessment.	1 - 2
Inability to use language accurately. OR No information presented to make an assessment.	0

Total 25 marks

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Question 3

Content (10 marks)

Award **4 marks** for discussion of **TWO** verbal and **TWO** non-verbal elements.

- (a) Verbal
- language appropriate to both groups
 - not frozen but not too casual
 - choice of vocabulary – inclusion of youth language
 - use of short sentences, rhetorical questions

Award 1 mark each for any two

[2 marks]

- (b) Non-verbal
- gestures, eye contact, movement, dress
 - voice modulation
 - specific dress

Award 1 mark each for any two

[2 marks]

(c) Speech should include:

- formal greeting (not “protocol observed”)
- references to the two terms in relation to both parents and graduands
- persuasive techniques, for example, repetition, rhetorical questions, analogy, emotive language, reference to authority.

[6 marks]

See grid on page 7 for descriptors for mark scheme for (c)

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Content for Part (c)	6 marks
A superior response that addresses required content.	6
A good response that addresses most of the areas required.	4 - 5
A moderate response that addresses half of the areas required.	2 - 3
A poor response. Minimal content evident.	0 - 1

Organisation	7 marks
Excellent introduction, thematic cohesion, appropriate use of transitional devices, effective conclusion.	7
Good use of the above with one to two weaknesses visible.	5 - 6
Adequate level of organisation with several weaknesses noted.	3 - 4
Unsatisfactory level of organisation. Weaknesses in all areas identified above.	1 - 2
No organisation.	0

Expression	8 marks
Excellent, effective and error free use of language.	8
Very good use of language though there may be a few lapses.	7
Good use of language though there may be a few lapses.	5 - 6
Some ability to use language accurately and effectively, but with some inconsistency in accurate usage.	3 - 4
Frequent, inaccurate use of language. OR Insufficient information presented to make an assessment.	1 - 2
Inability to use language accurately. OR No information presented to make an assessment.	0

Total 25 marks



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SECTION A

MODULE 1 – GATHERING AND PROCESSING INFORMATION

Question 1 (a)

An excellent answer should contain:

- Two Siberian languages – Middle Chulym and Tofa-are vanishing as a result of small numbers of speakers.
- They are among hundreds of languages that are likely to disappear.
- Languages that die without being recorded rob the world of vital information about complex structures that humans are able to produce, as well as certain knowledge about the local environment.

[5 marks]

Summary	5 marks
For a well executed summary containing all of the information	5 marks
For a good summary including most of the points	3 – 4 marks
For an answer with half the points	2 marks
For no response or a very weak attempt at summarising	0 – 1 mark

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Question 1 (b)

An excellent answer should contain the following points:

- Authoritative evidence used as a report refers to the findings and perspectives of a linguist who had documented two dying Turkic languages
- Report presents what writer takes to be the thesis/essence of the linguist's documentation.
- Report cites remarks by the linguist in support of thesis, including data on numbers of speakers.
- Report seems credible enough
- Its credibility would have been strengthened by reference to the work of other observers/researchers.

Question 1 (b) (15 marks)

Content	7 marks
An excellent evaluation of the effect of sources, content and medium on the validity and reliability of the information presented.	7
A good evaluation of the effect of sources, content and medium on the validity and reliability of the information presented.	5 - 6
An acceptable evaluation of the effect of sources, content and medium on the validity and reliability of the information presented.	3 - 4
An unsatisfactory evaluation where the candidate demonstrates little or no skill in evaluating the effect of sources, content and medium.	0 - 2

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Question 1 (b) cont'd

Expression	4 marks
Clear, grammatical Standard English with excellent control of style.	4
Acceptable control of Standard English. However, there may be some errors.	2 - 3
Weak control of Standard English with numerous errors.	0 - 1

Organisation	4 marks
Information organised meaningfully with excellent use of introduction, development and conclusion.	4
Acceptable use of introduction, development and conclusion.	2 - 3
Weak response with little or no use of paragraphing.	0 - 1

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SECTION B

MODULE 2 – LANGUAGE AND COMMUNITY

Question 2

Candidate may choose to discuss any two of the following.

(i) Registers

- Mrs Jackson begins in a very formal register but there are shifts back and forth in the intimacy and formality of her register depending on what she wants to communicate
- Andrea uses a formal register throughout the piece indicating her respect for and lack of intimate knowledge of Mrs Jackson
- Natasha's register indicates the familiarity of the family relationship

(ii) Dialectal variation

- The use of Standard English by Andrea: „You've decorated your home so nicely“
- The use of Standard English by Natasha: „The word is “eat”, mama, not “heat”
- The use of Creole by Mrs Jackson.
I don't have no fridge, ... it gwine spoil
- Varieties depict the difference in social class and education.

(iii) Attitudes to language

- Natasha is ashamed of her mother's use of Creole – she looked at her mother scornfully. She corrected her mother even though they had a visitor.
- Mrs Jackson, on the other hand, is proud of her daughter's ability to speak English. She seems to link her accomplishment at school with her ability to speak English.
- Mrs Jackson welcomes the correction and seems to be making an effort to use English, illustrating her acceptance of English as “superior”.

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(iv) **Communicative behaviours**

- Natasha's stern/scornful look: disapproval, shame.
- Mrs Jackson's smile: pride
- Andrea's closed eyes: shutting out unpleasant memory
- Slow chewing: Andrea's concern for Mrs Jackson's & Natasha's well-being

(a) Content	8
An effective analysis of all dialectal variation, attitudes to language and communicative behaviours demonstrated in the given piece.	8
A good analysis of all dialectal variation, attitudes to language and communicative behaviours demonstrated in the given piece.	6 - 7
A fair attempt at analysing the salient features. However, <u>some</u> identified features are not discussed.	4 - 5
An inadequate analysis where the candidate identifies but does not adequately discuss the salient features of the language demonstrated in the piece.	2 - 3
Weak, little or no identification or analysis of the given piece.	0 - 1

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Question 2 cont'd

(b) Expression	7
Analysis done in clear English Excellent control of formal syntactic structures No grammatical errors Style fluent.	7
Analysis done in clear English Good control of formal syntactic structures No grammatical errors Style fluent.	6
Analysis done in clear English Some control of formal syntactic structures Few grammatical errors Style not fluent.	5
Analysis clear Some control of formal syntactic structures Several grammatical errors Style not fluent.	4
Analysis discernible Little control of formal syntactic structures Many grammatical errors Style not fluent.	3
Few elements of analysis evident Poor control of formal syntactic structures Extensive grammatical errors Style not fluent.	2
Expression interfering with coherence of analysis Almost no control of syntactic structures English grammar not used.	1
Answer incoherent.	0

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Question 2 cont'd

(c) Organisation	5
Candidate demonstrates superiority in the use of: Introduction Development Conclusion Coherence Paragraph unity/transition words between paragraphs.	4 - 5
Candidate demonstrates competence in the use of: Introduction Development Conclusion Coherence Paragraph unity/transition words between paragraphs.	3
Candidates suggests competence in the use of: Introduction Development Conclusion Coherence Paragraph unity/transition words between paragraphs.	2
Candidate demonstrates incompetence in the use of: Introduction Development Conclusion Coherence Paragraph unity/transition words between paragraphs.	0 - 1

ADVANCED PROFICIENCY EXAMINATION
COMMUNICATION STUDIES

PAPER 03/2

MARK SCHEME

2010

SECTION C

MODULE 3 – SPEAKING AND WRITING

Question 3

(i) Writer's emotional involvement:

- The writer mentally recaptures the beauty of a place. She loves Tobago.
- She seems overwhelmed/ecstatic/mesmerized/nostalgic.

(ii) Intended audience:

- Visitors to the island
- Prospective tourists

(iii) What the writer hopes to achieve:

- An increase in the number of visitors to the island
- An appreciation by the non-resident of Tobago as a highly attractive tourist destination

(iv) Suitable contexts for the piece:

- Trade Fair promoting Tourism product abroad
- A reception held for overseas visitors who have just arrived in the island
- An advertisement on radio, TV or electronic media
- Educational material for building local pride.

Total 20 marks

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Question 3 cont'd

(a)	Content	8
	Excellent response in which the candidate clearly and effectively responds to all the questions asked.	8
	Good response in which the candidate effectively responds to most the questions asked.	6 – 7
	Adequate response in which the candidate attempts to respond to most of the questions asked but does not do so effectively.	4 -5
	Inadequate response in which the candidate covers only half of the expected content.	2 – 3
	Weak response in which there is little or no attempt to fulfil the requirements of the question.	0 - 1

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Question 3 cont'd

(b) Expression	6
Excellent control of formal syntactic structures No grammatical errors Style fluent	6
Good control of formal syntactic structures No grammatical errors Style fluent	5
Some control of formal syntactic structures Few grammatical errors Style fluent	4
Little control of formal syntactic structures Many grammatical errors Style not fluent	3
Poor control of formal syntactic structures Extensive grammatical errors Style not fluent	2
Expression interfering with coherence of response Almost no control of syntactic structures English grammar not used	1
Answer incoherent.	0

ADVANCED PROFICIENCY EXAMINATION
COMMUNICATION STUDIES

PAPER 03/2

MARK SCHEME

2010

Question 3 cont'd

(c) Organisation	6
Candidate demonstrates superiority in the use of: Introduction Development Conclusion Coherence Paragraph unity/transition words between paragraphs.	5 - 6
Candidate demonstrates competence in the use of: Introduction Development Conclusion Coherence Paragraph unity/transition words between paragraphs.	3 - 4
Candidate suggests competence in the use of: Introduction Development Conclusion Coherence Paragraph unity/transition words between paragraphs.	2
Candidate demonstrates incompetence in the use of: Introduction Development Conclusion Coherence Paragraph unity/transition words between paragraphs.	0 -1

CARIBBEAN EXAMINATIONS COUNCIL

REPORT ON CANDIDATES' WORK IN THE CARIBBEAN ADVANCED PROFICIENCY EXAMINATION

MAY/JUNE 2004

COMMUNICATION STUDIES

COMMUNICATION STUDIES
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION

MAY/JUNE 2004

GENERAL COMMENTS

The performance of candidates on the 2004 examination was generally fair. There was some improvement in the level of expression though there were still too many spelling and grammar errors that should be absent at this level.

Comprehension, both aural and written, remains a cause of concern. Candidates appeared unable to critically read or listen to specific questions and respond to what was asked. Candidates often answered by giving definitions rather than applying knowledge to the questions posed. Candidates also continued to use jargon without a clear understanding of its meaning and relevance to the question asked.

DETAILED COMMENTS

Paper 01A

Generally, this paper was not well done by most centres. However, Section A was much better handled than Section B and Section C. Many candidates did not appear to read the questions carefully and therefore did not answer appropriately.

Module 1 - Gathering and Processing Information

The questions on this module referred to a scenario relating to a school research project.

Question 1

Candidates did quite well on this question and many were able to gain full marks.

Question 2

Candidates also handled this question quite well. However, not many candidates offered the best response for Question 2(c). There was not always the recognition that research could have relevance even when done in a different social setting. Too many candidates dismissed the research as being totally irrelevant. A superior response pointed to the difference in social setting but also pointed to the possibility of its use as background and as a point of discussion and comparison.

Module 2 - Language and Community

Questions 3 - 4 referred to a telephone conversation between a parent and a teacher on the value of Creole.

Question 3

This question was generally well done. However, candidates appeared more comfortable with discussing the function of Standard English than that of Creole in Question 3 (a).

Question 4

This question was rather poorly done. Candidates gave some very general responses such as “grammar”, “spelling” and “syntax”, in response to Question 4 (a) that asked for “...four Creole structures that are likely to persist...”. Responses such as “absence of copula, time marking with adverbs, use of front focusing” should have been employed in the answer. Question 4 (b) was also poorly answered. Many candidates could not find four different reasons “... in support of the official use of Creole in instruction.” More emphasis needs to be placed on discussion of Creole languages and their importance.

Question 5

This question was rather poorly done. This is especially true of Parts (b) and (c). Question 5 (b) tested a new objective in the syllabus and this may have accounted for the poor responses. The following is an example of a good response to this question.

- (i) The slave trade allowed two or more languages to interact and as a result a middle language or Creole was formed.
- (ii) The dominant language is that of the slave owners but there are hints of the African language used in communicating.

Candidates also found difficulty in justifying Mavis' pride in her Creole. Some suggested answers are: "her knowledge that what she speaks is in fact just as much a language as the standard", or "the fact that it is spoken and understood by a specific group".

Question 6

This question which was based on Meena's opening a nursery suffered from candidates' failure to carefully read the rubric. Question 6(a) specifically asked for "TWO audio-visual aids" but candidates chose aids that were either audio only or visual only thereby not accommodating the intent of the question. Question 6 (c) was also misread by many candidates as they ignored the reference to "the non-instructional side of the nursery". Thus, candidates repeated the responses for Part (a) at Part (c) and as a result failed to score maximum marks.

Module 3 - Speaking and Writing

Question 7

This was generally a poorly answered question. Candidates did not appear to differentiate between the process of communication and the elements in the process. Question 7(a) asked for the elements in the communication process, for example, sender, message, receiver, channel and feedback. However, 7(b) asked for an explanation of the importance of three parts of the process of communication. Many candidates merely defined the terms presented and ignored the context of the question. An example of a superior answer given by a candidate is presented below:

Conceptualization: Clearly review the comment before you make it for appropriateness and content.

Encoding: Present the comment in a manner appropriate to the context in which it is being used - context, purpose and medium.

Interpretation: Consider how the message may be received and also consider the message for possible discrepancies due to bias or culture.

Question 8

Responses to this question were generally good. However, candidates needed to be more specific when pointing out non-verbal clues. 'Facial expressions' or 'body language' are rather general responses and, in both cases, can be negative or positive. Thus, when a candidate is pointing to a clue that indicates lack of acceptance, the specific nature of the facial expression or body language should be stated – for example, a frown (facial expression), turning the body away (body language). **Teachers need to remind candidates that the use of vulgarity, for example swear words, is unacceptable in this forum.**

Question 9

This question testing appropriate channels used for a specific presentation was satisfactorily done. Most candidates were able to gain at least half of the marks awarded on this question.

Question 10

This question was reasonably well answered. Candidates were able to identify the form of communication used in the extract, as well as situations in which specific means of communication might be used.

Paper 01B

Candidates did not perform well on this paper. The aural component continues to be of concern. The number of low scores indicates that candidates are unprepared for listening comprehension. The skills required for this exercise are quite different from those utilized in respect of written comprehension. It is therefore imperative that candidates be taught listening skills and strategies for isolating information. Adequate practice must be given in this type of exercise.

Candidates were unable to correctly identify a simple figurative device, metaphor. While candidates demonstrated some improvement in their ability to discuss the effectiveness of the device, too many of them still experienced difficulty in showing any relationship between the writer's intent and the use of metaphor.

Question 1

Candidates performed poorly on this question. Many responses suggested that candidates believed that whatever was said at the beginning of the passage constituted the main idea of the passage. This was definitely not so in the case of this passage. Much work needs to be done to help candidates to recognize the main idea.

Question 2

Candidates performed poorly on this question. Many of them selected pieces of information that were not consistent with the main idea they had identified in Question 1. There appears to be a need for candidates to be taught how to identify and use clues to identify the main idea.

Question 3

Although many candidates could not correctly identify the device used in the passage, they managed to identify other examples. Metaphor is one of the simplest literary devices used by speakers and writers so it is somewhat puzzling that it presented such a challenge to the candidates.

Question 4

The effectiveness of a device continues to challenge candidates. Many candidates performed quite poorly on this question. There is a need for more practice in evaluating the writer's use of devices.

Paper 02

The performance on this paper was moderate, with mean scores for each question falling between 13 and 15 out of 25. Candidates used jargon without understanding what they were writing about.

This was seen especially in Module 1. Candidates continue to make some very general comments without the examples to illustrate their points.

Module 1 - Gathering and Processing Information

Question 1

There were some excellent responses to this question which demonstrated candidates' knowledge of the requirements of the syllabus. Weaker candidates tended to mention writing strategies whether they could be found in the passage or not. These candidates were not then able to give examples to highlight their points. As a result, there was large measure of irrelevant information evident in responses to this question. Candidates also needed to improve organization skills and paragraphing. There was often an absence of good topic sentences followed by supporting details.

Module 2 – Language and Community

Question 2

This question also produced some excellent responses. Candidates attempted to answer all parts of the question and there was some improvement in the organization of the responses. However, it was obvious that some candidates did not know the difference between the narrator and the writer and, in some cases, between 'linguistic' and 'non-linguistic'. Regrettably, some candidates wrote a language analysis of the excerpt while ignoring the question before them. There were other instances where candidates went into involved discussions about the meaning of the word "Creole" and the several levels of Creole that exist in their territory.

Happily, candidates' attitudes to Creole appear more positive as illustrated in the frequent response that Creole is suitable for narrating a story for an international audience.

The quality of expression is still a matter of concern as there were too many simple errors in grammar and spelling at this advanced level.

Module 3 – Speaking and Writing

Question 3

Just as in the first two modules, there were also some excellent responses to this question. However, there were some general weaknesses identified.

Candidates often wrote lengthy responses without clearly addressing the specifics of the question. It appeared as if candidates wrote all they knew about this specific area hoping to gain some marks. This led to vague references to problems in communicating and too brief discussion on the information to be relayed and the strategies to be used. Candidates needed to direct their responses to the specific questions asked.

Candidates need to be reminded that the use of profanities is unacceptable. Some candidates used the scenario as justification for the use of profanity. This will not be tolerated.

Paper 03 - Internal Assessment

The Reflective Component

Some candidates produced pieces that were interesting and appropriate for the literary genre. There were, however, several weaknesses in some of the Reflective pieces.

There appeared to be some confusion with regard to the introduction and the rationale. The portfolio requires a brief, general introduction in which the theme is identified and candidates show how the theme relates to the candidates' academic life and personal interest. The rationale should precede each piece and should indicate the specific audience, purpose and content of the respective piece. Candidates should briefly indicate the channel and medium through which the piece could reach the projected audience.

The syllabus states that the Reflective pieces should be taken from literary genres. However, this appeared to be overlooked by some centres. Far too many candidates submitted expository pieces for this component. Literary pieces should include stories, poems or songs, short dramatic pieces, or diary entries that develop a story. **Candidates must remember that the pieces must all reflect the**

same theme.

Teachers are reminded that samples should represent completed work and therefore the portfolio of a student who does not give a response to a section should not be included in the teacher's five samples. Teachers need to ensure that the marks written on the COM 2 sheets correspond with the marks recorded on the students' portfolios. The tally of marks should be checked for accuracy.

Analytical Component

Most candidates seemed aware of the requirements of this component and attempted an analysis. However, there were some glaring weaknesses that need to be highlighted. Many of the selected extracts did not allow for an adequate analysis of the components of the linguistic analysis. Also, too many candidates wrote a literary analysis rather than a linguistic analysis of the selected piece. Several candidates spent too much time defining the key components and summarizing the content of the piece rather than analyzing the required elements.

Many candidates appear to confuse dialectal variations with register and some appeared unable to adequately discuss attitudes to language. The latter was often interpreted as one character's attitude towards another.

Teachers and candidates are reminded that the analytical piece must fit the theme selected: the portfolio must be thematically consistent. Candidates need to proof-read their work carefully and the presentation of the portfolio should reflect careful preparation and attention to detail. Too many analytical pieces were handwritten on scraps of paper and pushed into folders with little regard for the overall quality of the presentation.

Paper 03B

This paper was written by four private candidates and was poorly done by all four of them. None of the candidates seemed to have been sufficiently prepared to do the paper. All three of the modules produced low scores. Private candidates need to pay greater attention to the specimen paper and mark scheme.

Conclusion

Teachers need to become more comfortable with the changes in the syllabus. Greater attention needs to be placed on listening comprehension skills and critical thinking. Another area that needs to be focused on is “Characteristics of Creole languages”, that occurs in Module 2. This is an area in which candidates did not demonstrate competence.

There needs to be a continued focus on the process of writing. Certainly the samples of work for the Internal Assessment did not always demonstrate due care and attention to spelling, grammar and general presentation expected at the post-secondary level.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION
MAY/JUNE 2005**

COMMUNICATION STUDIES

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**COMMUNICATION STUDIES
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION
MAY/JUNE 2005**

GENERAL COMMENTS

Candidates' performance this year was generally good. There was an observable improvement in the performance in Paper 1A and Paper 1B. Performance on Paper 02 was somewhat below that of previous years, with a mixture of excellent responses and rather poor responses.

Comprehension, both aural and written, remains a cause for concern. Candidates appeared unable to critically listen/read passages and specifically respond to questions asked. There were fewer incidents of candidates using jargon indiscriminately, but there were still too many cases where candidates could not identify simple literary devices or examples of such.

DETAILED COMMENTS

PAPER 01 A

Generally, this paper was fairly well done by most candidates. However, Section A was much better handled than Sections B and C. Candidates often misread questions and therefore sometimes failed to gain marks.

Module 1-Gathering and Processing Information

The questions on this module referred to a scenario relating to a school research project in a remote area.

Question 1

Candidates generally did well on this question. The mean for this question was 4.88 out of a total of 8 marks. However, some candidates did not pay attention to the key phrase "this research" in question 1b. Responses focussed on general weaknesses in questionnaires rather than on the research project. Valuable marks were lost as a result of the generalised responses given.

Question 2

Candidates generally did well on this question as seen by a mean of 5.30 out of a total of 7 marks.

Module 1 was well done by many candidates as is illustrated by a mean of 10.18.

Module 2- Language and Community

Questions 3 - 4 referred to a monologue about the language that Susan uses.

Question 3

Again this year, candidates experienced some difficulty in answering a question that asks for Creole structures. Some candidates, however, were able to score quite well on this question. Teachers and candidates can refer to page 13 of the Syllabus for assistance in this area. Some time obviously needs to be spent on this component of the syllabus.

Candidates tended to be repetitive in answering this question. Teachers need to remind candidates to guard against this.

The mean for this question was 3.07 out of a total of 7 marks.

Question 4

Responses to this question were sometimes more appropriate for question 3. However, most candidates were able to gain marks for this question.

In spite of the fact that ‘named’ was in bold, some candidates failed to identify and further describe a specific territory, but wrote on the Caribbean in general.

Question 5

This question was generally well done which is borne out by a mean of 6.03 out of a total of 7 marks.

Question 6

This question was well answered. The mean for this question was 5.59 out of a total of 7 marks.

This question posed some difficulty for candidates who could not distinguish between ‘technological devices’ used in the question and literary devices. Many candidates apparently did not see the word ‘technological’ and so failed to respond correctly. Some candidates, however, did quite well on this question.

Section C

Module 3 – Speaking and Writing

Questions 7, 8 and 9 referred to a situation in which a newly formed Sixth-Form Association sought to embark on a recruitment drive.

Question 7

This question was fairly well done as can be seen by a mean of 3.93 out of a total of 7 marks.

Question 8

This question was answered fairly well. However, candidates need to ensure that they are not repeating themselves when they are required to give multiple answers.

Question 9

The term ‘context of communication’ appeared to be an unfamiliar concept for some candidates. Teachers and candidates can refer to page 20 of the syllabus for further clarification on this area of study. The better candidates, however, were able to score full marks for this question.

Question 10

Question 10 (a) as well as 10 (b) were answered fairly well by most candidates. However, it is important that candidates are able to differentiate between the Communication Process and the elements of the process. This information is detailed on page 19 of the Syllabus.

Paper 01B

There was some improvement this year in the performance of candidates on this paper. This year the mean score was 6.22 as compared to a mean score of 3.99 last year. However, there are still some concerns about the preparation of candidates for this paper. Candidates must be encouraged to utilize the five minutes given to read the questions. It is clear that many candidates did NOT use this time wisely and when the passage was read they did not know what to listen for. This can only be overcome if exercises of this type are done with greater frequency and students are asked to explain what they understand by each question before reading the passage. It appears as if a great deal of attention is not invested in this paper. Finally, grammar, spelling and sentence structure were poor in the candidates’ presentation of the responses in this paper.

Question 1

Many candidates performed poorly on this question. Again this year, they had difficulty in identifying the main idea. Many candidates focussed on the old dilapidated buildings and did not recognise that the writer spoke of the link between the different types of buildings and the history of Havana.

Question 2

This question was one that demanded a simple selection of detail. Candidates did well on this question.

Question 3

Candidates generally did fairly well on this question. However, some candidates did not seem to know some of the most basic literary devices, and if they did know the names they were unable to match name and example.

Question 4

This question posed the greatest difficulty for candidates. Candidates generally did not explain the significance of the devices. Rather, candidates gave definitions of the named devices as a response to question 4. There is a need for more practice in evaluating the writer's selection of devices. An example of a good response is given below:

The metaphor- "mossy threads"

The metaphor is highly effective since it efficiently highlights the weakness of the structure to the readers, as this is an inherent characteristic of moss.

Contrast- juxtaposition "cracked concrete blocks soar between elegant single-storey houses"

The juxtaposition too is effective since in appealing to the sense of sight, it emphasises the huge difference between the old and new buildings in the town.

Paper 02

The performance on this paper was moderate with mean scores for each question falling between 12 and 15. Candidates' writing skills remain a cause for concern though there was some improvement in this area.

Module 1- Gathering and Processing Information

Question 1

The mean score for this question was 12.36, and most candidates scored marks ranging from 6-19. There were virtually as many excellent responses as there were poor ones. Many candidates found the question challenging. They appeared to have difficulty distinguishing between the writer's purpose and the main point. Additionally, a significant number of them demonstrated a lack of understanding of the meaning of a number of literary devices. Many essays were laced with citations of literary devices, but the examples identified were often incorrect. There were also too many cases where the examples were given correctly but the discussion of use or effectiveness unsatisfactory.

A number of candidates also paraphrased the passage or cited discourse types that had no relevance to the question.

In evaluating the reliability of the information, most candidates did not deal with the doubt that could be cast on the information as a result of bias or with the lack of specific documentary support.

Many responses were inadequately developed. The responses lacked introductions and conclusions. In some cases, conclusions were written prior to the candidates' discussion of the last component of the question. Generally, candidates displayed an inability to write well-developed paragraphs.

Module 2 – Language and Community

Question 2

This question was the best done of the three, achieving a mean of 15.02. Most of the responses were awarded marks ranging from 10 to 20. Quite a few responses were excellent, achieving scores between 21 and 25. Not too many responses scored under 10 marks. Those candidates scoring from just above the mean downwards had difficulties particularly with a) identifying the context and matching it with the language behaviour of the characters, b) organising their content, and c) expressing themselves proficiently in Standard English.

Module – Speaking and Writing

Question 3

This question achieved a mean of 12.43, and most of the responses were awarded marks from 7 to 18. As in the case of Question 1, there were virtually as many excellent responses as there were poor ones, but these were a minority. Candidates who scored in the upper middle range (roughly, 14 to 18) could have ascended into the higher range had they been able to:

- a) discuss business and cultural opportunities that the wealthy elite traveller from Europe and North America was likely to be interested in rather than discussing general and popular opportunities, and
- b) separate their presentation part (b) well enough from the strategies suggested to enhance it part (c).

As in the case of the other two questions, better organisation of content and control of exposition in standard English would benefit candidates.

INTERNAL ASSESSMENT

On the whole, teachers should be commended on the marked improvement in this year's samples. Teachers are following the guidelines given, however, some weaknesses still need to be addressed.

The Reflective Component

A few candidates are still submitting expository pieces for this section. Candidates are reminded that the entries should be reflective and literary in nature. (For example, poems, short stories, dramatic pieces.)

Some candidates are not giving the rationale for the respective pieces while others are giving a long rationale. The rationale is intended to include a brief discussion of the inspiration, audience/situation, and purpose of the pieces. Too many candidates submitted pieces that exceeded the word limit of 1200 words and some teachers did not apply the penalty.

In the handling of the audience/situation, candidates are expected to be very specific. They are expected to specify not only the target audience but also the context/ situation in which the pieces will be presented. Examples of appropriate audiences/situations are:

- A concert in a particular community
- A town meeting
- A section in a particular newspaper/magazine
- A symposium
- A particular website

Some candidates experienced difficulty in the handling of the concept of 'literary genres'. For the purpose of this exercise, candidates are expected to submit original entries from two of the following broad literary genres: poetry, prose and drama. One reason for maintaining the traditional literary convention is for candidates to master the distinct literary elements of each genre.

Teachers need to be aware that the marks for creativity are both for literary creativity in the handling of the respective genres and supporting design. Candidates should be encouraged to pay attention to creative use of narrative technique, stage directions, use of imagery and irony; exploration of different types of poetry/song; and creation and sustenance of a particular setting. If the pieces have particular designs or colour schemes, these should be linked to the content of the piece.

The Analytical Component

Candidates appear more familiar with the register, dialectal variations, attitudes to language and communicative behaviours but some weaknesses persist.

A few candidates are submitting analytical responses that do not have a discussion of these elements but offer a literary or general critique. Teachers should in fact assign zero for content in such cases and appropriate marks for expression and organization.

Identification of the features should be supported by discussion and analysis of these features in relation to the selected extract.

Some candidates did not submit the extract used for the analysis. Also, candidates should ensure that the extract selected for the Language Analysis is linked thematically to the portfolio.

In general this is the weaker of the two moderated components.

General comments on Internal Assessment

- No aspect of the Expository component should be submitted in the Portfolios submitted for moderation.
- Teachers should submit only five samples even when that teacher is responsible for more than one group.
- Only the names of the five candidates to be moderated should appear on form Comm-3.
- Profanity and graphic pictures/photos (bloody aborted babies/wounded bodies) should be discouraged.

PAPER 03B ALTERNATIVE PAPER

Module 1 Gathering and Processing Information

The number of private candidates increased this year.

Question 1

This question was generally not well done. The mean for this question was 9.37. Candidates did not recognise the importance of applying the word limit for the summary. Also there was too much evidence of lifting as opposed to summary skills being demonstrated. In part (ii) of the question, some candidates did not appear to understand the concept of evaluation and paraphrased the passage. Few candidates handled this question well.

Module 2 Language and Community

Question 2

This question was fairly well done with a mean of 11.13. Candidates are reminded that this question does not merely require a list of examples but a discussion of the purposes and effectiveness of those areas under discussion.

Module 3 Speaking and Writing

Question 3

This question was the best done question on this paper with a mean of 11.37. Most

candidates appeared comfortable with the question and were able to address the various parts of it. Some candidates failed to pay attention to part (iv) of the question that asked for three contexts in which this piece would be considered appropriate.

CONCLUSION

Territories are encouraged to draw on the expertise of teachers who have some experience in teaching this subject. New teachers who may be unsure about aspects of the syllabus could benefit from collaboration with experienced teachers. Workshops and sharing of ideas will improve teaching and the performance of all candidates. Candidates must also be exposed to magazines and newspaper articles that encourage them to see how language is used in various settings. Some candidates appear somewhat limited in their knowledge of their history and community and that of the wider Caribbean.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION
MAY/JUNE 2006**

COMMUNICATION STUDIES

FRENCH

CARIBBEAN ADVANCED PROFICIENCY EXAMINATIONS

MAY/JUNE 2006

GENERAL COMMENTS

Ten thousand two hundred and thirty-seven (10,237) candidates sat Communication Studies this year as compared to six thousand and eighty (6080) last year. Their performance was overall quite good; in fact, mean scores were better than last year's in Papers 1A and Paper 2, on par in Paper 3 (Internal Assessment), appreciably lower in Paper 3B, and slightly lower in Paper 1B. The percentage of candidates performing acceptably was 99.38 as compared to 97.70 in 2005. The percentage of candidates obtaining Grades I and II increased this year respectively as follows: from 8.84 to 20.59 and from 21.49 to 32.94. The vast majority of the candidates (79.62%) were clustered at Grades I to III as compared to 58.94% per cent last year. This welcome change in performance is related to better performance in Modules 1 and 2 this year. Performance in these Modules moved respectively from 7.50 per cent to 22.89 per cent and from 6.12 per cent to 21.02 per cent, but did not surpass performance in Module 3 which was 28.63 per cent in 2005 and 29.03 per cent this year. Candidates performed best on Paper 1A and worst on Paper 1B. This year's overall better performance seems attributable critically to teachers' increasing familiarity with the syllabus and greater experience teaching the subject.

While more candidates showed that they are writing and comprehending better, there is still much room for improvement in the acquisition of knowledge, the manipulation of the mechanics, grammar and syntax of academic English, the coherent composition of information and ideas, and adherence to what questions are focused on.

DETAILED COMMENTS

PAPER 01A

The mean score in this paper was 64 per cent, up from 58.63 per cent last year, which indicates that performance improved this year. The mean on eight of the ten questions was no lower than 4 (out of 8), with the highest mean (6.28) on question 7.

Module 1-Gathering and Processing Information

Question 1

The mean for this question was 5.95, with most of the candidates scoring in the range 4 to 8; in fact, over twenty-five hundred candidates earned full marks or 8. The question was well done.

Question 2

The mean here was 3.7, with most candidates scoring in the range 2 to 5. No candidate scored full marks, but over 600 scored 7 marks; the score with the highest number of candidates (2,304) was 3. This is the question on which candidates' performance was the poorest.

Module 2- Language and Community

Question 3

The mean for this question was 3.97. This was the second lowest mean. Most candidates scored in the range 3 to 6.

Question 4

The mean for this question was 4.01, with most candidates scoring in the 2 to 6 range.

Question 5

The mean for this question was 4.11, with most candidates scoring in the 2 to 7 range.

Question 6

The mean for this question was 5.53, with most candidates scoring 4, 6, and 8.

Module 3 – Speaking and Writing

Question 7

This question had the highest mean (6.28), with most candidates scoring in the range 5 to 8. Many candidates scored 8.

Question 8

The mean for this question was 5.15, with most candidates scoring in the range 4 to 8.

Question 9

The mean for this question was 5.49, with most candidates scoring in the range 4 to 7. Candidates performed well on this question.

Question 10

The mean was 4.11, with most candidates scoring in the range 3 to 6.

Paper 01B

Candidates performed worst on this paper; their mean score was 38 per cent - down from 41.40 per cent last year.

Questions 1 & 2(a)

Generally, candidates performed poorly on these questions, which respectively sought the main idea and the main purpose of the passage. They had difficulty both identifying and differentiating them. Needless to say, teachers need to focus more on both the concept of 'main' and the difference between 'idea' and 'purpose'.

Question 2(b)

Many candidates had difficulty determining and expressing the writer's main strategy, some giving more than one strategy and others not using the word 'contrast' even while indicating that they recognised the use of contrast in the passage.

Question 3

Most candidates were able to present details about Tobago and Trinidad but many failed to select contrasting details.

Question 4

Many candidates were unable to accurately identify metaphors, giving other figurative devices instead. Where comment on metaphorical effectiveness was concerned, they typically presented an explanation of their selected metaphor rather than a comment on how it was used in relation to the writer's purpose or intent or to the evocation of images or symbols that contributed to the listener grasping that purpose / intent.

Paper 02

The mean score here was 61 per cent - up from 52.93 per cent last year.

Module 1- Gathering and Processing Information

Question 1

The mean score for this question improved from 12.36 (out of 25) to 15.50, and most candidates scored marks ranging from 10-19, with the bulk of them achieving in the range 15 to 18. Many scripts were well-written, with students demonstrating possession of a superior vocabulary and equally superior use of language and organisation of material.

But while most of the responses satisfactorily addressed the question (requiring statement of the author's main point and an essay on the author's purpose, strategies and language techniques, and tone), there were weaknesses. Some candidates showed a lack of understanding of the difference between strategies and linguistic techniques, and identified techniques and strategies along with examples without giving explanations. Many candidates had difficulty with the notion of 'tone', confusing it with pitch and stress through descriptions such as 'high', 'low', 'soft', and 'loud'.

Other weaknesses were: confusion of 'main point' and 'purpose'; essays with neither introduction nor conclusion; undeveloped ideas / paragraphs; absence of transitional devices from paragraph to paragraph; misspellings; mispunctuation; incoherent text; provision of a linguistic analysis of communicative behaviours rather than of a discussion of the strategies used; rewriting rather than analysis of the passage; misinterpretation of the question, resulting in the writing of a short story that incorporated details from the extract together with their opinions on them. In addition, some responses were too short while others exceeded the word limit. A response of under 250 words is not likely to be adequate while one over 500 is likely to be too long.

Module 2 – Language and Community

Question 2

This question continues to be the best-done of the three, with candidates achieving a mean of 16.14 (out of 20) as compared to 15.02 last year. Most of the responses were awarded marks ranging from 14 to 19, with the bulk of them achieving in the range of 15 to 19. Quite a few scripts were excellent, achieving scores from 20 to 24; and not too many scripts scored under 10 marks. In general, candidates found the extract stimulating and responded fairly well though there were weaknesses in organisation and expression in some scripts, especially those falling below the mean. Many students scored full marks for content but lost too many for organisation and expression.

Too few candidates provided introductions, transitional devices, or conclusions, and many paragraphs were incoherent. Candidates should be advised to pay attention to sentence structure, paragraphing, punctuation, and spelling.

It should be noted that the question required continuous writing and that the sections were meant to guide the students to write a continuous response and not one broken up into lettered / numbered sections.

Section (d) continued to be challenging for students. Too many candidates simply transferred the jargon of the Internal Assessment paper – like 'chronemes', 'proxemics', and 'artifacts' – without making a connection with the given extract. Other candidates simply regurgitated all the details about language / a language, dialectal variation, registers, and completely disregarded the extract or the question (for the section as well as the question as a whole). Conversely, few candidates indicated, for example, that they would focus on Andrea's laughter, which conveyed surprise at Natasha's career choice, or present the tension between Mrs. Jackson and Andrea when the latter code-switched to accommodate the former. Other candidates suggested that they would include / portray the sharp contrast between Natasha's use of Standard English and Mrs. Johnson's failed attempt to produce that language.

If these specific details were mentioned, then the other features, like the use of lighting and special sound effects (in the handling of the details) could have been accommodated by the examiners.

Generally, candidates need to plan their essays, edit their work, and improve their penmanship if they are to significantly enhance their performance.

Module 3 – Speaking and Writing

Question 3

This question achieved a mean of 14.12 (out of 20) as compared to 12.43 last year. Most of the responses were awarded marks in the range 12 to 17, with the bulk of them clustered around 13 to 16. The question posed the greatest difficulty to the candidates and, accordingly, their performance was lowest in it. Too many candidates manifested weaknesses as follows: sentence fragments; awkward syntax in excessively long sentences; re-use of the wording of questions in the body of the response; misuse of communication studies jargon and, relatedly, provision of unnecessary, excessive information; non-provision of a rationale; gratuitous and disturbingly graphic references to the genitalia and the sex act; and composition of letters, speeches, drawings and posters, which the question did not call for, rather than identification of the features of an address they would focus on and why.

PAPER 3A – INTERNAL ASSESSMENT

General Comments

The mean score in this paper was 67 per cent, virtually the same as last year's (67.95) – showing that candidates continue to do reasonably well. Most of the samples submitted followed the criteria set out by the syllabus, and many of them were so creative and thoughtful that they were a joy to read. But there is still room for improvement. Some themes needed to be delimited more narrowly for greater explicitness in the presentations. Teachers should ensure that the pieces submitted are of two different literary genres and that their students more thoroughly edit them to reduce the incidence of markers being distracted by errors of grammar, spelling and punctuation. Finally, they should insist that the pieces are type-written as far as possible for easier and faster reading by markers.

The Reflective Component/Portfolio

This component requires candidates to produce original pieces in TWO of the three broad literary genres and to use styles characteristic of the chosen genres. Some candidates satisfied the requirements creditably but too many disappointed the examiners. Perhaps largely because of insufficient care in the selection of themes and composition of rationales, too many pieces were dull, unimaginative, and almost completely devoid of figurative language. There is a strong need for teachers to help.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION
MAY/JUNE 2007**

COMMUNICATION STUDIES

COMMUNICATION STUDIES
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION
MAY/JUNE 2007

GENERAL COMMENTS

Candidates' performance in 2007 was generally fairly good. The performance in Module 1 and Module 3 remained on par with that of 2006 but there was a decline in the performance in Module 2, especially observable in Paper 01 A.

Comprehension, both aural and written, remains a critical area. Candidates appear unable to critically analyze passages and respond to the questions asked. There continues to be the tendency for candidates to use jargon indiscriminately, while unable to identify simple literary devices.

There is also the continued absence of proof-reading by candidates of their own work, which could lead to an improvement in written pieces.

DETAILED COMMENTS

PAPER 01 A

SECTION A

Module 1

This section was fairly well done as demonstrated by a mean of 4.69 for Question 1 and a mean of 4.68 for Question 2. Most candidates were able to correctly identify the various methods of data collection and their strengths and weaknesses. Candidates were also able to correctly name sources of data and possible findings as required by Questions 2(a) and 2(b). Several candidates however, had difficulties with Questions 1(c) and 2(c). The term "pieces of data" in Question 1(c) caused confusion for some candidates who quoted **sources** of data in response. There is still some confusion in the minds of candidates regarding the difference between "data" and "source".

Although the type of question asked in Question 2(c) is not new to the examination, many candidates had problems saying why the findings could not be generalized. This is an area of the syllabus that teachers need to address.

SECTION B

Module 2

Question 3

This question posed a challenge to candidates and the mean for this question was 2.57. It is important to note, however, that there were candidates who scored full marks for this question. Many candidates seemed to have had difficulty understanding the question, particularly Part (a), which required them to identify vocabulary or grammar items. Many had difficulty correctly identifying the origins of the items. A suggested text for addressing this area of the syllabus is **The Dictionary of Caribbean English** – Allsopp and Allsopp, Oxford. This dictionary gives examples and sources of Caribbean Creoles. The syllabus does require that candidates be familiar with their own Creole and the origin of their language.

Question 4

This question was handled fairly well by the candidates as demonstrated by the mean of 4.19.

Question 5

This question posed a challenge to some candidates. In Part (b) candidates generally mentioned many advantages of the computer, but most failed to say how they specifically affected language.

Question 6

This question was very well done. The mean for this question was 5.23. Some candidates were somewhat imprecise in merely stating “vocabulary”, “grammar”.

SECTION C

Module 3

Candidates did quite well on Question 7 and the mean for this question was 5.27.

Question 8

Part (b) posed some challenges to candidates. The word “means” caused comprehension difficulties as many did not interpret it to have reference to Communication Studies terminology. The mean for this question was 3.34

Question 9

This question was well done by candidates. The mean for this question was 5.25.

Question 10

Candidates did not perform well on this question. The terms “oral and written forms” seemed to have caused some confusion for candidates in answering Part (a). The term “language competencies” seemed unfamiliar to them. Many did not answer Part (b) of the question and where answers were offered, they were generally references to language strategies and figures of speech rather than language **competencies**. Examples of competencies would include correct grammar structures/effective use of linkages.

PAPER 01 B

There is some concern about the fact that for the first time a number of candidates from different centres/territories had the listening comprehension passage written verbatim on their scripts. Since this paper is supposed to test the candidate’s ability to listen and then recall information, the reading of the passage must be at an appropriate speed. The Ministries in the various territories have been informed of this irregularity and it is hoped that this action will not occur again.

PAPER 02

Generally this paper was well done. The means for the three Modules are as follows:

Module 1-15.24

Module 2-14.92

Module 3 15.42

Module 1

Question 1

Although candidates handled the question well, there were problems with the structuring of the responses for Parts (a) and (b). Candidates appeared uncertain about where to commence their essay response and in some cases wrote as many as three introductions. However, the question clearly indicates that the essay should begin in Part (b). Candidates need to be encouraged to read the instructions carefully. Also, practice in writing examination-type questions would allow for students’ comfort with this type of response.

A weakness in candidates’ responses was that some continued to summarize the passage instead of analyzing the writer’s craft. Too many of the candidates’ responses sought to describe what the writer said and did, and whether they thought it was a good idea, rather than analyzing the **effect** of what the writer did. There were many cases in which they erroneously launched into a discussion of the research process and commented on whether the writer had followed the procedure appropriately. Candidates need to be properly instructed on what it means to “comment on”.

Another worrying weakness is the tendency of candidates to spend the entire essay discussing the writer's use of mechanics, page layout, font size etc. This is compounded by the inappropriate use of technical terms. Many essays were littered with the buzz words "ethos", "pathos", "mythos" and "logos" as strategies used by the writer.

There are still candidates who demonstrate an inability to differentiate the main point from the writer's purpose and often attempt to state either or both by saying what the passage is about.

The lack of basic essay writing skills is still a concern. Many essays lacked introductions and conclusions, logical linkages and internal unity. In some cases points were bulleted and lines were skipped between paragraphs, or paragraphs were noticeably absent.

Module 2

Question 2

Candidates' mean performance in this section was lower than in 2006. However, more candidates scored in the top of the range, between 20 – 24. There was also improvement in the structure of candidates' essays with more having introductions, conclusions, paragraphs and transitional devices. The superior candidates tended to earn high marks for organization and expression even though they may not have scored full marks for content. Very often though, the paragraphs did not necessarily enhance the fluency, coherence or cogency of the discourse. Candidates used arbitrary arrangements of sentences without demonstrating the basic rules of paragraphing. Some essays were not written in the essay format but were sectionalized - a, b, c. This type of response should be discouraged by teachers.

Many candidates incorrectly used the essay as an opportunity to discuss the functions of language (that is to direct, inform, persuade, elicit information) while giving scant regard to the given task.

Candidates continue to find Section C quite challenging. The responses included videographic/cinematic approaches (lighting, sound effects, flashback), and a list of non-verbal elements (chronemics, proxemics, artifacts). Some candidates even suggested that Tantie should have been shown a video-taped presentation of the proposed development!

Teachers should encourage students to pay attention to the rubric of the questions and to ensure that they satisfy all the requirements regarding content, organization and expression.

Module 3

Question 3

The majority of candidates scored between 13 – 19 marks for this question. Some weaknesses were evident. Candidates were confused about whether the presentation should be made to the public or to the proposer's teammates. A careful reading of the question would have clarified that question, as the question does refer to the fact that "you will present to your teammates". Students need to be encouraged to read the rubric carefully before they begin to respond.

There still appears to be some confusion among candidates regarding the meanings and use of the following terms: language code, register, medium, channel and jargon.

The question very clearly indicated that the candidate should use the essay format and this was disregarded by too many candidates. Also, even though Part (c) asked that candidates pay attention to the visual presentation of the Product, this was totally disregarded by some candidates. Reinforcement of examination strategies could aid candidates in avoiding these pitfalls.

INTERNAL ASSESSMENT

The Portfolio

The moderation of the Internal Assessment samples continues to reveal a marked disparity between the requirements of the syllabus and what the candidates produce. While most candidates are able to create pieces of at least two different literary genres, many are unable to relate these to the rationale they provide for producing them. It is therefore suggested that more attention be paid to helping candidates write rationales specific to the situation.

In many instances, situation was interpreted to mean the situation or context in which the action takes place rather than the situation/context in which the production/creation would be shared, for example, a magazine.

The literary pieces were often lacking in the elements of the genre selected and in some cases where attempts were made to be artistic there was very little link between the artwork and the written piece. The portfolios could be improved if there is an introduction to the portfolio which gives an overview of the theme selected.

The reflective section of the portfolio could be improved if:

- There is an introduction giving an overview of the selected theme;
- There are varying approaches to the theme in each literary work;
- Themes selected are given a topic/title (very often they read like a research);
- News articles, speeches, letters to the editors contain the elements or devices that make them literary and
- Diary entries contain more than one entry.

The Language Analysis

Many candidates demonstrated an ability to produce a superior analysis but far too many continue to display a lack of analytical skills. Some are only able to define the elements for analysis but are unable to comment on their effect in the language sample. What is dismaying is that teachers awarded very generous marks for such efforts. Teachers must be reminded that passages to be used for analysis should contain the relevant elements: language registers, dialectal variations, communicative behaviours and attitudes to language. Candidates often penalize themselves by creating pieces that do not contain the relevant elements! In some cases, where passages selected did possess the relevant elements for

analysis, the analysis was often not related to the overall theme of the portfolios. Candidates need to be guided in their selections.

The Expository Segment

Many schools continue to submit the expository segment in the portfolios. This is not moderated at the marking center, so it is unnecessary.

Recommendation

Schools are encouraged to ensure that teachers are using the current syllabus. It seems some new teachers are not fully cognizant of the requirements of the course.

Since some territories, or schools in some territories, are just starting to participate in the examination, a seminar explaining and giving practical guidelines is recommended. This seminar could be done by those teachers who are au fait with the requirements of the syllabus.

Paper 3 B – Alternative Paper

Candidates still appear somewhat unprepared to meet the requirements of this paper.

Module 1

Question 1 (a), asked candidates to produce a summary of 60 words. The word limit was often ignored and candidates attempted to write the complete extract or some of the extract without paying attention to finding the main points.

Question 1 (b) was also not well done. This question demanded that candidates understand the concepts reliability and validity of a document. Candidates needed to address for instance, the issues of bias, source, and research in analyzing the credibility of the information.

Module 2

Question 2 was badly done by most candidates. There appeared to be little understanding of the terms detailed in the question: dialectal variation, communicative behaviours, attitudes to language and use of register. Some candidates either summarized the extract or tried to explain what they thought was taking place in the scene.

Private Candidates should use the Communication Studies study guide which explains the terms used in this type of question.

Module 3

This question performed fairly well. Candidates were able to address most of the areas detailed. However, they did experience some difficulty in differentiating between the “writer’s concern” and the “purpose of the piece”.

CONCLUSION

Sharing of skills and ideas remains the one sure way to improve the teaching and learning in Communication Studies. The recommended activities listed in the syllabus often ask for group work; teachers need to see that team teaching or sharing of ideas would achieve the same effect as group work, that is, a sharing and pooling of ideas. In some cases, the problems observed in the performance in this subject can be improved by teacher knowledge and thus the onus is on teachers to research the content of the syllabus and become more familiar, especially in the area of Creole language and its sources.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION
MAY/JUNE 2008**

**COMMUNICATION STUDIES
(TRINIDAD AND TOBAGO)**

COMMUNICATION STUDIES
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION
MAY/JUNE 2008
GENERAL COMMENTS

Candidates' performance this year was quite good. The performance in all three Modules – Gathering and Processing Information, Language and Community, and Listening and Speaking – improved.

There is a concern about candidates' ability to critically read the requirements of the comprehensions, both aural and written. Candidates appear unable to select the specific answers and illustrations from the passage to substantiate their answers. There continues to be the tendency for candidates to use jargon indiscriminately. Candidates must pay more attention to the actual identification of relevant devices and techniques rather than creating a blanket list with the hope of actually including a correct response.

Although most candidates used paragraphs in their essay writing, there is a serious lack of coherency in these paragraphs. Candidates therefore need to pay closer attention to the basic rules of paragraphing. There is also the continued absence of proof-reading by candidates of their own work which could lead to an improvement in written pieces.

DETAILED COMMENTS

PAPER 01A

Module 1 Section A

This section was fairly well done. However, the performance in Question 1 was somewhat disappointing. The mean for this question was 3.94 as compared to the 6.04 mean for Question 2. Most candidates were able to correctly identify the various methods of carrying out the survey but Question 1 Part (b) was not as well handled. Question 2 was generally well handled and only a few candidates failed to score marks for this question.

Module 2 Section B

Question 3

This question posed a challenge to some candidates. The word 'attitudes' seemed to present a challenge to some candidates and as a result they wrote about their own experiences rather than address the way the characters in the scenario felt. Candidates should be reminded that when a scenario is given as a stimulus for a question they should respond to that stimulus.

Part (b) of this question was generally well handled by candidates.

Part (c) of this question about language was simple and straightforward and the answers can be found in the syllabus document.

Question 4

This question was well handled by the candidates as demonstrated by the mean of 6.70.

Question 5

This question was also generally well done by candidates.

Question 6

This question was surprisingly not well done by candidates. The purposes of language are detailed in the syllabus as well as found in any text on communication.

Module 3 Section C

Question 7

Candidates did quite well on this question. Candidates need to be comfortable with discussing the importance of the aspects or elements of the communication process.

Question 8

Part (b) posed some challenges to candidates. The word “delivery” caused difficulty, as many did not interpret it to have reference to how Dr. Blake **said** or performed his speech. This term should be a familiar aspect of the preparation for the students’ own delivery of their internal assessment speech.

Part (c) also posed difficulty, as candidates appeared unfamiliar with the idea of organizing their writing. This question asked candidates to recognise what they themselves need to use when writing, that is sequential paragraphs, an introduction, a conclusion and linkages.

Question 9

Part (d) posed challenges for some candidates, as some did not see any weakness in the sign. As a result some candidates wrote the same sign in the box provided. This question is asking candidates to be aware of the way language works or does not work in their community and as such they should be able to recognise the barrier to understanding and correct the sign to improve communication. Practical examples are around us everyday and should be used in class for students to improve the messages being delivered. Example, POST NO BILLS. What does this sign mean? Does it have more than one meaning? Can it be rewritten to be specific to its intent? These are the type of assignments that could make a similar question very easy for candidates to handle.

Question 10

This question was fairly well done by candidates. There are still too many candidates who do not know the contexts of communication. The response to Part (a) can be found in the syllabus. The term channel presented some difficulties for the candidates and a closer analysis of this term needs to be encouraged. The final question on the paper was quite simple as the term mass media should be familiar to all candidates.

PAPER 01B

Last year's report spoke to the fact that for the first time a significant number of candidates from a number of centres/territories had the listening comprehension passage written verbatim on their scripts. This obtained again this year. Although the piece was a poem and somewhat easy to remember most candidates would not have, under normal reading circumstances, been able to write the complete poem. Therefore, attention must be paid to the rate and amount of time given to candidates between readings. This piece must not be read as if it were a dictation. Since this paper is supposed to test the candidates' ability to listen and then recall information, those with the poem written would have an unfair advantage in answering questions. This practice must stop as it contravenes the directives given on the Examiner's script.

There was some improvement in the performance on this paper this year but there remain some critical problems that need to be addressed.

Question 1

Candidates seem unaware of how to identify the main idea. There appears to be no distinction in the mind of the candidate between the main idea and purpose/intent of the writer. Too many candidates simply wrote chunks of the poem as a response hoping to somehow include the answer. This weakness resulted in few candidates scoring full marks for question 1 on this paper.

Question 2

Part (a) (ii) required candidates to select two phrases from the poem. Surprisingly, candidates appear unable to differentiate between phrases and sentences. Again, candidates appeared unable to be highly specific in their response.

Part (b) required candidates to give two examples of rhyme. Rhyme by its nature alone requires that two words must be identified in order that rhyme can occur thus two examples of rhyme would entail the use of four words. Candidates need to think through their responses to questions posed.

Question 3

Again candidates wrote complete sentences, seemingly unsure as to what constituted the metaphor. This device is one of the most basic literary devices used in prose and poetry and thus should pose no difficulty for candidates at this level.

Question 4

This question proved to be quite challenging to the candidates. Whilst some candidates understood what the question required they were still unable to express themselves clearly. Many candidates were unable to explain the effectiveness of the metaphor as used in the poem. Far too many of them examined the metaphor without reference to the specific context. There were also far too many candidates who appeared to have no idea what effectiveness means. This problem with the Paper 01B does not appear to be addressed in the teaching; thus, greater attention needs to be paid to this aspect of the teaching of Communication Studies.

PAPER 02

Candidates' performance in this paper was generally good but there were areas of weakness that will be discussed for each specific question.

MODULE 1

Question 1

Once again the difference between the main point and the purpose seems to elude candidates. More attention needs to be paid to this aspect of the syllabus.

Many candidates made reference to strategies without giving examples or providing a sustained discussion of how the strategies linked to the writer's purpose. Many other candidates produced a generic analysis commenting on the discourse type, dialectal variation without answering the question. Some candidates spent valuable time demonstrating why the extract could not be described as one discourse type or the other while failing to state what strategies or techniques the writer had used.

There were too many instances where candidates summarized or paraphrased the passage with little attempt at answering the question. There were also too many instances where use of full stops, capital letters and correct spelling were pointed out as techniques used by the writer. The repeated use of this incorrect analysis suggests a need for teachers to correct this misconception.

Candidates should take note of the name of the writer so as to avoid making the error of attributing a sexual bias against males when in fact the article was written by a male.

MODULE 2

Question 2

Candidates' performance in this section was satisfactory. The major difficulty with this question is that candidates referred to such terms as acrolect, mesolect, phonemics and syntax but they did not appear to fully understand their meanings. Candidates appear to believe that profane language exists on the language continuum. It is imperative that candidates be taught the correct use of these terminologies.

The part of the question that asked how film would capture communicative behaviours was the weakest part of the response. The use of technology allows for many nuances to be explored. The candidate is supposed to explore a televised version and as such reference must be made as to how technology allows communicative behaviours to be enhanced. A simple reference to facial expression and hearing the words spoken cannot suffice as an answer. Thus, the candidate is being asked how can television bring out the behaviours to the viewer? Those who did well on this section of the question made reference to the mother's movements or stance displaying her anger and the sheepish expression on the boy's face when he tells Wordsworth that they won't be buying the poem. These examples deal with the specifics of the passage as opposed to a generic prepared response that has no bearing on the question at hand. Specific reference must be made to allow the examiner to appreciate what technology would enhance.

MODULE 3

Question 3

Generally, this question was done very well. Many candidates demonstrated a high level of writing skill. Paragraphing, use of transitions and well executed conclusions were all evident. However, the practice of using text-messaging language has crept into the examination booklets. This must be stamped out from the classroom level and students must be encouraged to recognise the social context of language. Ironically, this objective is being tested in this paper.

Candidates need to recognise the difference between writing a speech and an essay. The techniques differ. In a speech one would expect to find strategies such as repetition, rhetorical questions, emotional and direct appeals to the audience. Some candidates also wrote about the negatives and positives of cell phone use, a clear misreading of the question.

Additionally, candidates need not miss a line if they indent to signal a new paragraph.

INTERNALASSESSMENT

The Portfolio

Overall, there was an improvement in the presentation of the portfolios. Most candidates selected themes that could be dealt with in a creative and imaginative manner. Although there were portfolios that looked at the over done themes like rape, abortion, homosexuality and incest, these were in the minority. Of concern is the continued use of profanity by candidates.

Reflective

Candidates showed insight and creativity in the presentation of their theme of choice. In addition to writing there were pieces of artwork or woodwork created to enhance the presentations.

One recurring problem is the failure of candidates to clearly state a situation and target audience with whom they wished to share their information. In many instances “situation” in the rationale was interpreted to mean the setting in which the incident took place or the context in which the action takes place rather than the situation/context in which the production/creation would be shared, for example, a magazine. Candidates also need to follow the current syllabus requirement of a rationale that should include why they chose to write about the selected theme.

In creating the reflective pieces, candidates should ensure that these contain the elements of the selected genre. Hence, the language used by the characters in a story for example should reflect the character’s status and emotions. Plots need to be structured in such a way as to embrace the variations/varieties of language registers and communicative behaviours. They must also reflect the theme. When candidates set out to use argumentative or persuasive writing, they should also employ literary and /or persuasive techniques.

The Language Analysis

While many candidates demonstrated an understanding of the task to be completed, others showed a distinct lack of knowledge of the linguistic components/features and produced either a literary analysis or focused on the sentence structure and literary devices used. The syllabus clearly points to the elements that should be discussed for this part of the portfolio. Language variation, attitudes to language, communicative behaviours are all listed as the elements of this discussion. Candidates must submit a copy of the piece that they have analysed whether it is their original work or one that they have sourced. A reminder that if the candidate chooses a piece it must fit into the theme chosen.

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MISSING FROM
THE ORIGINAL
REPORT AND SO WE
ARE UNABLE TO SUPPLY
IT IN THIS EBOOK EDITION

Other Comments

Schools are encouraged to ensure that teachers are using the current syllabus. It seems some new teachers are not fully cognizant of the requirements of the course.

Candidates should ensure that watermarks do not detract from the presentation and that pieces remain legible. They should also use colours and fonts that are reader friendly. Teachers need to ensure that the names and grades on the com-3 form correspond with the samples submitted.

Teachers who encounter instances of plagiarism or non-submission of internal assessments should mark the scripts in the former case and place the mark on the Com-3. The marking should not be left for the moderator.

PAPER 03B

Alternative Paper

Candidates still appear somewhat unprepared to meet the requirements of this paper.

Module 1

Question 1

Part (a) asks candidates to produce a summary of 60 words; however, the word limit was often ignored and candidates attempted to write the complete extract or some of the extract without paying attention to finding the main points.

Part (b) was not well done either. In analysing credibility the candidate must speak to the source of the article, the references made, that is, to government agencies, the provision of the website and to illustrate the weakness in credibility. Some reference should be made to the lack of statistical information. Candidates needed to address such issues as bias, source and research in analyzing the credibility of the information.

Module 2

Question 2

Once again, this question was rather badly done by most candidates. There appeared to be little understanding of the terms detailed in the question: dialectal variation, communicative behaviours, attitudes to language and use of register. Therefore, some candidates either summarized the extract or tried to explain what they thought was taking place in the extract.

A good answer to Part (i) of this question should include discussion on the use of English Creole by the writer and some characters while Standard English is used by Ivan Morton. Examples should be given to support this response.

The discussion on attitudes to language should include reference to the fact that Lovelace, the author, believes in the power of the Creole to carry his narrative.

A discussion on Eva and Bee's attitude to Creole should follow and then Morton's attitude to Standard English and English Creole.

Communicative behaviours refer to the body language and other non-verbal clues to the persons attitudes and feelings. This should also be fully discussed.

Private Candidates should be using the Communication Studies study guide which explains the terms used in this type of question.

Module 3

This question performed fairly well. Candidates were able to address most of the areas detailed here. The areas of weakness were in discussing the writer's style and in determining what the writer hopes to achieve.

CONCLUSION

Sharing of skills and ideas remains the one sure way to improve the teaching and learning in Communication Studies. The recommended activities listed in the syllabus often ask for group work but teachers apparently fail to see that team teaching or sharing of ideas would achieve the same purpose of team work, that is, a sharing and pooling of ideas. In some cases the problems observed in the performance in this subject can be improved by teacher knowledge and thus the onus is on teachers to research the content of the syllabus and become more familiar, especially in the area of Creole language and its sources. Candidates also need to be encouraged to read current articles in magazines and the newspaper as they appear to find the articles on the examination paper difficult to comprehend. Students must also be encouraged to appreciate the importance of effective communication as a skill for life as opposed to passing an examination.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION
MAY/JUNE 2008**

COMMUNICATION STUDIES

COMMUNICATION STUDIES
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION

MAY/JUNE 2008

GENERAL COMMENTS

Candidates' performance this year was fair. Some weaknesses seen are as follows:

- candidate's inability to critically read the requirements of the comprehensions, both aural and written.
- unable to select the specific answers and illustrations from the passage to substantiate their answers.
- indiscriminate use of jargon.

Candidates must pay more attention to the actual identification of relevant devices and techniques rather than creating a blanket list with the hope of actually including a correct response.

Although most candidates used paragraphs in their essay writing, there is a serious lack of coherency in these paragraphs. Candidates therefore need to pay closer attention to the basic rules of paragraphing. There is also the continued evidence that candidates do not proofread their work in the examination. This is necessary in order to improve the quality of their responses.

DETAILED COMMENTS

PAPER 01A

Module 1 Section A

This section was fairly well done. However, the performance in Question 1 was somewhat disappointing. The mean for this question was 3.77 as compared to the 5.26 mean for Question 2. Most candidates were able to correctly identify the various methods of carrying out the survey but Part 1 (b) was not as well handled. Question 2 was generally well handled and only a few candidates failed to score marks for this question.

Module 2 Section B

Question 3

This question posed a challenge to some candidates. The word 'attitudes' seemed to present a challenge and as a result candidates wrote about their own experiences rather than address the way the characters in the scenario felt. Candidates should be reminded that when a scenario is given as a stimulus for a question that they should respond to that stimulus.

Part (b) of this question was generally well done.

Part (c) of this question about language was simple and straightforward and the answers can be found in the syllabus document.

Question 4

This question was not well handled by the candidates as demonstrated by the mean of 4.19. Too many candidates were unable to gain the two marks for Part (b) and Part (c). More attention needs to be paid to discussion of the historical influences on language as every year candidates appear unsure of their own linguistic history.

Question 5

This question was generally well done by candidates.

Question 6

This question was surprisingly not well done by candidates. The purposes of language are detailed in the syllabus as well as found in any text on communication.

Module 3 Section C

Question 7

This question was done quite well by candidates. Candidates need to be comfortable with discussing the importance of the aspects or elements of the communication process.

Question 8

Part (b) posed some challenges to candidates. The word “delivery” caused difficulty, as many candidates did not interpret it to have reference to how Dr. Blake **said** or performed his speech. This term should be very familiar as candidates prepare for the delivery of their internal assessment speech.

Part (c) also posed difficulty, as candidates appeared unfamiliar with the idea of organizing their writing. This question asked candidates to recognise what they themselves need to use when writing, that is sequential paragraphs, an introduction, a conclusion and linkages.

Question 9

Part (d) posed some challenges for candidates, as some did not see any weakness in the sign. As a result some candidates wrote the same sign in the box provided. This question is asking candidates to be aware of the way language works or does not work in their community and as such they should be able to recognise the barrier to understanding and correct the sign to improve communication. Practical examples are around us everyday and should be used in class for students to improve the messages being delivered. Example, POST NO BILLS. What does this sign mean? Does it have more than one meaning? Can it be rewritten to be specific to its intent? These are the type of assignments that could make a similar question very easy for candidates to handle.

Question 10

This question was fairly well done by candidates. There are still too many candidates who do not know the contexts of communication. The response to Part (a) can be found in the syllabus. The term channel presented some difficulties for the candidates and a closer analysis of this term needs to be encouraged. The final question on the paper was quite simple as the term mass media should be familiar to all candidates.

PAPER 01B

There was some improvement in the performance of this paper this year. However, greater attention must be given to teaching candidates to identify the purpose of

- the main idea of a piece of work
- literary devices and
- reasons why a writer used a particular device in his work.

Question 1

Candidates seem unaware of how to identify the main idea. There appears no distinction in the mind of the candidate between the main idea and purpose/intent of the writer. Too many candidates simply wrote chunks of the poem as a response hoping to somehow include the answer. This weakness resulted in few candidates scoring full marks for question 1 on this paper.

Question 2

Part (a) (ii), asked candidates to select two phrases from the poem. Surprisingly candidates appear unable to differentiate between phrases and sentences. Again candidates appeared unable to be highly specific in their response.

Part (b) required candidates to give two examples of rhyme. Rhyme by its nature alone requires that two words must be identified in order that rhyme can occur. Thus, two examples of rhyme would entail the use of four words. Candidates need to think through their responses to questions posed.

Question 3

Again candidates wrote complete sentences, seemingly unsure as to what constituted the metaphor. This device is one of the most basic literary devices used in prose and poetry and thus should pose no difficulty for candidates at this level.

Question 4

This question proved to be quite challenging to the candidates. Whilst some candidates understood what the question required they were still unable to express themselves clearly. Many candidates were unable to explain the effectiveness of the metaphor as used in the poem. Far too many of them examined the metaphor without reference to the specific context. There were also far too many candidates who appeared to have no idea what effectiveness means. This problem with the Paper 01B does not appear to be addressed in the teaching thus greater attention needs to be paid to this aspect of the teaching of Communication Studies.

PAPER 02

Generally, there appeared to be a decline in the quality of responses this year. The control of language was weak and quite a number of candidates appeared unprepared for this level of examination.

Module 1

Question 1

A disturbingly large number of candidates appeared unable to understand the passage or portions of it.

Once again the difference between the main point and the purpose seems to elude candidates. More attention needs to be paid to this aspect of the syllabus.

Many candidates made reference to strategies without giving examples or providing a sustained discussion of how the strategies linked to the writer's purpose. Many other candidates produced a generic analysis commenting on the discourse type, dialectal variation without answering the question.

There were too many instances where candidates summarized or paraphrased the passage with little attempt at answering the question. There were also too many instances where use of full stops capital letters and correct spelling were pointed out as techniques used by the writer. The repeated reference by candidates to this incorrect analysis suggests a need for teachers to correct this misconception.

Where candidates were able to adequately identify and give examples of technologies, there were weaknesses in the presentation of their discussion. Logical linkages were too often missing and candidates were not always efficient at maintaining the focus of the essay.

Module 2

Question 2

Candidates' performance in this section was satisfactory. However, some candidates did not appear to recognise that when required to highlight differences there should be some contrast taking place, that is a discussion of two entities.

The section on the attitudes to English and Creole was fairly well done; however, the third requirement continues to be of concern. Candidates must be aware of the difference between a face-to-face reading and a televised reading. The use of technology allows for many nuances to be explored that a face-to-face cannot. The candidate is supposed to explore a televised reading and as such reference must be made as to how technology allows meaning to be enhanced. A simple reference to facial expression and hearing the words spoken cannot suffice as an answer as these can be related to a face-to-face reading. Thus, the candidate is being asked how can television bring meaning clearer to the viewer? Those who did well on this section of the question made reference to the sound track that could be used in the background and the scene changes that would be associated with Miss Ida's changing use of language, for example, a church for the Standard and the market for Creole. These responses recognise the use of technology in enhancing meaning.

Module 3

Question 3

Many candidates did not demonstrate a high level of writing skill. Paragraphing, use of transitions and well executed conclusions were all missing or inadequate. The practice of using text-messaging language has crept into the examination booklets. This must be stamped out from the classroom level and students must be encouraged to recognise the social context of language. Ironically this objective is being tested in this paper.

Candidates appeared to confuse visual aids with verbal and nonverbal elements. These terms need to be discussed at greater length.

What was even more disturbing is the number of candidates who did not appear familiar with the three terms they were required to discuss. Tolerance, respect and togetherness are all words that students at this level should have within their repertoire. Sadly, this did not appear to be the case.

The term feature address also appeared to hinder some candidates' response. The candidate at this level should be capable of using context clues to decipher meaning. It was stated in the question that it would be for the annual graduation and 'you' would deliver the address. Candidates must be encouraged to read with understanding and utilize techniques to improve understanding.

Candidates need not miss a line if they indent to signal a new paragraph.

INTERNALASSESSMENT

The Portfolio

Overall, there was an improvement in the presentation of the portfolios. Most candidates selected themes that could be dealt with in a creative and imaginative manner. Although there were portfolios that looked at the over-used themes like rape, abortion, homosexuality and incest, these were in the minority. Of concern is candidates continued use of profanity.

Reflective

Candidates showed insight and creativity in the presentation of their theme of choice. In addition to writing there were pieces of artwork or woodwork created to enhance the presentations.

One recurring problem is the failure of candidates to clearly state a situation and target audience with whom they wished to share their information. In many instances "situation" in the rationale was interpreted to mean the setting in which the incident took place. In many instances, situation was interpreted to mean the situation or context in which the action takes place rather than the situation/context in which the production/creation would be shared, for example, a magazine. Candidates also need to follow the current syllabus requirement of a rationale that should include why they chose to write about the selected theme.

In creating the reflective pieces, candidates should ensure that these contain the elements of the selected genre. Hence, the language used by the characters in a story for example should reflect the character's status and emotions. Plots need to be structured in such a way as to embrace the variations/varieties of language registers and communicative behaviours. They must also reflect the theme. When candidates set out to use argumentative or persuasive writing, they should also employ literary and /or persuasive techniques.

The Language Analysis

While many candidates demonstrated an understanding of the task to be completed, other showed a distinct lack of knowledge of the linguistic components/features and produced either a literary analysis or focused on the sentence structure and literary devices used. The syllabus clearly points to the elements that should be discussed for this part of the portfolio. Language variation, attitudes to language, communicative behaviours are all listed as the elements of this discussion. Candidates must submit a copy of the piece that they have analysed whether it is their original work or one that has been sourced. A reminder that if the candidate chooses to use an unoriginal or sourced piece it must fit into the theme chosen by the candidate.

Other Comments

Schools are encouraged to ensure that teachers are using the current syllabus. It seems some new teachers are not fully cognizant of the requirements of the course.

Candidates should ensure that watermarks do not detract from the presentation and that pieces remain legible. They should also use colours and fonts that are reader friendly. Teachers need to ensure that the names and grades on the Com.-3 form correspond with the samples submitted.

Teachers who encounter instances of plagiarism of internal assessments should mark the scripts and place the mark on the Com-3. The marking should not be left for the moderator.

PAPER 3B

Alternative Paper

Candidates still appear somewhat unprepared to meet the requirements of this paper.

Module 1

Question 1

Part (a) asks candidates to produce a summary of 60 words; however, the word limit was often ignored and candidates attempted to write the complete extract or some of the extract without paying attention to finding the main points.

Part (b) was not well done either. In analysing credibility the candidate must speak to the source of the article, the references made, that is, to government agencies, the provision of the website and to illustrate the weaknesses in credibility some reference should be made to the lack of statistical information. Candidates also needed to address the issues of, for example, bias, source and research, in analyzing the credibility of the information.

Module 2

Question 2

Once again, this question was badly done by most candidates. There appeared to be little understanding of the terms detailed in the question: dialectal variation, communicative behaviours, attitudes to language and use of register. Therefore, some candidates either summarized the extract or tried to explain what they thought was taking place in the extract.

A good answer to Part (i) of this question should include discussion on the use of English Creole by the writer and some characters while Standard English is used by Ivan Morton. Examples should be given to support this response.

The discussion on attitudes to language should include reference to the fact that Lovelace, the author, believes in the power of the Creole to carry his narrative.

A discussion on Eva and Bee's attitude to Creole should follow and then Morton's attitude to Standard English and English Creole.

Communicative behaviours refers to the body language and other non-verbal clues to the persons attitudes and feelings. This should also be fully discussed.

Private candidates should be using the Communication Studies study guide which explains the terms used in this type of question.

Module 3

This question performed fairly well. Candidates were able to address most of the areas detailed here. The areas of weakness were in discussing the writer's style and in determining what the writer hopes to achieve.

CONCLUSION

Sharing of skills and ideas remains the one sure way to improve the teaching and learning in Communication Studies. The recommended activities listed in the syllabus often ask for group work but teachers apparently fail to see that team teaching or sharing of ideas would achieve the same purpose of team work, that is, a sharing and pooling of ideas. In some cases the problems observed in the performance in this subject can be improved by teacher knowledge and thus the onus is on teachers to research the content of the syllabus and become more familiar, especially in the area of Creole language and its sources. Candidates also need to be encouraged to read current articles in magazines and the newspaper as they appear to find the articles on the examination paper difficult to comprehend. Students must also be encouraged to appreciate the importance of effective communication as a skill for life as opposed to passing an examination.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION
MAY/JUNE 2009**

COMMUNICATION STUDIES

COMMUNICATION STUDIES**CARIBBEAN ADVANCED PROFICIENCY EXAMINATION****MAY/JUNE 2009****GENERAL COMMENTS**

Candidates' performance on the 2009 examination was generally satisfactory. Ninety-six percent of the 11 951 candidates achieved Grades I – V. Performance on all papers, with the exception of Paper 02, was comparable to what obtained over the two previous years. Performance on Paper 02 was lower in the 2009 examination. Candidates appear to need more practice in essay writing, as well as in exercises that would help them to better analyse and evaluate information.

DETAILED COMMENTS**PAPER 1A****SHORT ANSWERS****SECTION A****MODULE 1**

This Module was not well done as indicated by a mean mark of 3 (37.5 percent) for Question 1. The mean mark of 4 (57 percent) for Question 2 was realized. Many candidates did not seem to understand the concept 'source' and therefore were hard put to differentiate between (i) 'primary source' and 'secondary source' and (ii) 'source' and 'method'. Many of them also found it difficult to identify challenges in Question 1(c) (ii) and possible contexts in Question 2 (c). Teachers are advised to devote more attention to the notions of 'source', 'primary source', 'secondary source', 'method', 'context', and 'challenge' (in collecting and analysing data).

SECTION B**MODULE 2**

The mean marks for Questions 3-6 were respectively 4.5 (64.3 percent), 4.5 (56.3 percent), 4.5 (64.3 percent), and 5 (56.3 percent), suggesting that this Module was better done than Module 1. Performance overall was just above average.

Teachers are encouraged to see this as a platform for intensifying their work in this area. It is suggested that the following topics be given special focus: characterisation of Creole vocabulary and grammar; definitions and illustrations of 'language', 'dialect', 'dialect variation', and 'register'; and elements of persuasive language.

SECTION C

MODULE 3

The mean marks for Questions 7-10 were respectively 5 (71.4 per cent), 5.6 (70 percent), 4 (50 percent), and 4.5 (64.3 percent), suggesting that this was the best-done Module. But while, overall, candidates demonstrated that they were au fait with the general terms of the subject, they need more practice applying their knowledge to specific communication tasks. Too many candidates lost valuable marks because of the general nature of their responses and a tendency to regurgitate teacher notes rather than responding through evaluation, analysis, and synthesis of information and situations.

Teachers are advised to seek to develop their students' higher-order skills of application, evaluation, analysis, and synthesis.

PAPER 1B

Aural Comprehension

Question 1

Candidates were read an excerpt from a speech and the speaker's 'MAIN purpose' was sought in 'ONE sentence' of no more than 30 words. Most candidates attempted an answer but many tended to read '**main purpose**' as '**main idea**' and use verbs like 'inform' and 'state' rather than verbs like 'persuade', 'warn', or 'convince'; some of them provided an answer in more than one sentence, contrary to the instructions. One noteworthy consequence of their misinterpretation was that they often did not cite the right examples to support the purpose they gave. In citations, there was often a use of the ellipse (as, for example, in 'Win the war...') which did not clearly indicate the final boundary of the missing text. Further, some candidates who offered their examples as paraphrases violated the conventional style that paraphrases should not be written in quotation marks.

Teachers are advised to develop lesson plans focussed on:

- (i) distinguishing main ideas from purposes
- (ii) how to cite textual material, or give textual information, that supports a main purpose
- (iii) creation of a statement of purpose in a single sentence

Question 2

This question required the candidate to state the main device used by the speaker to achieve his purpose and to give three examples of the use of the device stated; 'metaphor' and 'contrast' were the answers expected. Most candidates attempted this question but some gave 'personification' and 'comparison' as answers.

The choice of 'personification' revealed a need for teachers to differentiate in their teaching between 'metaphor' and 'personification', while the choice of comparison revealed a need to differentiate between 'contrast' and 'comparison'.

Question 3

This question required candidates to comment on the effectiveness of two of the examples given in support of the speaker's purpose. It was the question that troubled the candidates the most. Many of them were unable to clearly comment on the effectiveness of an example, preferring to give

descriptive statements of its meaning or, worse, merely state that the examples were effective because of what they meant.

Teachers are advised to exercise their students far more than they normally do in how to comment on device effectiveness. In particular, they should focus both on the need to link examples of use to a speaker's (or writer's) purpose and on a suitable form of response.

Question 4

This question asked the student to state one other device used by the speaker. Quite a number of them did not attempt it, suggesting perhaps a low level of knowledge about literary devices.

It should go without saying that teachers need to expose their students formally to the wide range of literary devices and to have them explore how they are used by speakers and writers.

PAPER 02

ESSAYS

MODULE 1

Question 1

This question required the candidate to read an extract adapted from *Women's Supplement*, state the writer's main idea, and then write an essay of no more than 500 words stating the writer's purpose, discussing strategies and language techniques used, and evaluating the reliability of the information presented. One of the main requirements of this question was that candidates needed to be specific in their responses. Many candidates tended to ramble off the foci and give irrelevant information, and so they frequently missed the gist of a particular focus.

In respect of the first part of the question, which sought the writer's *main idea*, candidates gave the writer's *purpose* instead, and many of those who gave the main idea failed to mention the connection between illiteracy and the problems faced by women. Superior scripts identified the main problems faced by women as well as the need for education to break the crippling hold of illiteracy.

In respect of the second part of the question, which required candidates to state the writer's purpose, too many of them did not see an intent to persuade behind the information given and settled for a purpose consisting merely of the provision of information.

In discussing the strategies and language techniques, too many candidates did not differentiate clearly enough between the two. Nor did they link them specifically to the writer's purpose.

With respect to their attempts to evaluate the information presented, too many candidates used the terms 'reliability' and 'credibility' interchangeably, and they proved to be unable to extract basic factors of reliability from the passage.

As in the case of Paper 1B, teachers are advised to exercise their students in the differentiation of the concepts of 'main point' and 'purpose'. They also need to give their students much practice in the critical analysis and deconstruction of expository/argumentative discourse. They could use text from – among other sources – reports, documentaries, and discussions in the print and electronic media. Finally, teachers should spend more time teaching their students how to craft answers that value specificity and economy of expression rather than generality and verbosity.

MODULE 2

Question 2

This question was divided into four sections, (a) to (d), and the candidates were asked to write an essay of no more than 500 words discussing an extract from Samuel Selvon's *A Brighter Sun*.

Part (a) tested the candidates' ability to discuss Tiger's sense of what 'good' expression is. There were many good answers but also many bad ones. In some of the good ones, candidates mentioned the value Tiger placed on big words and dictionary definitions, providing supporting examples. In some of the bad ones, candidates merely copied chunks of text from the extract without relating them to the actual question asked. Some of these candidates even saw the character Tiger as an animal rather than as the husband of Urmilla.

Part (b) required the candidates to identify similarities and differences between Tiger's speech and Urmilla's. It was the best done of all the parts, with some candidates correctly identifying the relevant features. But there were too many responses that were merely long discourses on 'good English', 'broken English', 'vulgar English', and 'Creole', or that limited themselves to labelling the characters' speech as Standard or Creole (or as one of the latter's components – basilect, mesolect, or acrolect). Where candidates did try to discuss features of the speech of the characters, there was a marked inability to identify grammatical features.

Part (c) asked for the social factors affecting the speech choices made by Tiger. It caused the most problems for candidates, many of whom wrote several pages on sociological factors that had nothing to do with the passage. Some of them traced Tiger's history from slavery and discussed his poverty and his hatred of his economic condition, while others discussed the effects his speech had on his ability to relate to Urmilla and his peers. Most of the candidates who understood the question were able to accurately identify the social factors that influenced Tiger's choice and did a fairly good job of discussing his motivation. The best candidates were able to use this motivation as the controlling idea of their essay.

Part (d) asked the candidates to state how a dramatic production would highlight the communicative tension between Tiger and Urmilla. Quite a few candidates gave excellent answers, but many others performed poorly, offering vague answers and straying into the use of jargon about non-verbal communication and paralanguage without demonstrating an understanding of these terms or of how they applied to the extract, and without even referring to communicative tension. While many candidates were able to correctly identify aspects of the situation to focus on (for example, hand gestures), too many of them did not say how the aspects selected would contribute to the tension.

With respect to organization of their ideas, a great number of candidates answered the question in disconnected sections rather than producing a single coherent essay. Introductions and conclusions were rarely used and only a very few candidates who attempted to use them were able to do so effectively. Most of the introductions and conclusions appeared to be stylistic appendages rather than functional parts of the essays. This weakness, along with the poor use of connectives and other linking devices, resulted in very few responses having thematic coherence. Teachers therefore need to give much more attention to these areas of weakness.

With regard to expression of their thoughts, there were serious problems with subject-verb agreement, spelling, punctuation, and word choice. Many candidates seemed to have a very limited academic vocabulary and so used non words like '*nonbiasly*', '*conversate*', '*interpretate*', and '*miscombobulate*'. Also, it is quite clear that there are too many candidates attempting Paper 02 who have little or no idea of how to compose an essay in academic English. Teachers therefore need to give more attention to these matters in their classrooms.

It would appear that teachers need to provide their students with more guidance on how to answer questions. Many candidates appeared to have some knowledge of the content of the areas of the syllabus covered by this question but were unable to write a good answer. Teachers should therefore teach their students how to write an essay with one controlling idea that is linked to the answers for the various parts of the question. Teachers should also be careful to prepare their students to address the specific questions before them in the actual examination. (Quite a few students seemed to be answering last year's question about attitudes to language or doing a general analysis as required in the analytical piece for Paper IA). Finally, teachers need to spend more time showing their students how to support the points they are making in a discussion, using accurate and relevant examples from the specific extract being analysed.

MODULE 3

Question 3

This question invited the candidates to read a scenario about an awareness-building campaign by young people in response to a flood in their community and then write an essay of no more than 500 words, addressing

- (a) Maintenance of the theme of the campaign,
- (b) Targeting of different kinds of audience
- (c) Use of language in campaign messages
- (d) Evaluation of the campaign.

Candidates' performance on the question was very disappointing. There seemed to be at least three contributing factors. Firstly, perhaps because there was a slight deviation in the format or wording of the question, many candidates simply answered in relation to the customary wording while disregarding the tasks before them. Secondly, many obviously had challenges with the meaning of words like 'maintenance', 'campaign', and 'evaluation'. Thirdly, many simply ignored the question and offered instead a generic response composed from material they had learned in their course generally.

The first task was for the candidates to address the maintenance of the theme of the campaign. They were expected to identify the media and channels that would help to sensitize the neighbourhood about their duty to protect the environment. The media could have included songs, documentaries, advertisements, flyers, dramatic presentations, quizzes, speeches, lectures, text messages and e-mail, while the channels could have included billboards, public address systems, radio, television, the Internet, or even neighbourhood meetings.

It was also expected that candidates would have indicated clearly that the campaign would last over an extended period of time – like three months, six months, or even a year – to facilitate effectiveness. It should have been clear that such a campaign could not be handled in one event such as a town hall meeting.

The second task required the candidates to indicate how they would target different kinds of audiences. Candidates were expected to profile the neighbourhood by various demographics, including age, gender, social class, ethnicity, educational background, and occupation, and say which media / channels would be appropriate for specific categories. While this was handled satisfactorily by some candidates, many candidates' discussions lacked concreteness and depth.

The third task required the candidates to discuss the use of language in the respective campaign messages. They were expected to identify their audiences and relate the use of language to particular audiences. For example, for less educated audiences, they could have opted for simple everyday

structures, lexical items, and idioms in an informal or semi-formal register and, for more educated audiences, perhaps a more formal register, or a combination of semi-formal and formal registers. They could have also discussed the kind of tone and delivery mode they would use for particular groups, along with the appropriate justification.

The final task – evaluation of the campaign – proved to be the most challenging for candidates; many simply ignored it. The candidates were required to evaluate the campaign, using research instruments / methods. Candidates would have learned the latter in Module 1 and so should have been able to demonstrate the skills of application to handle this task. They could have opted for the use of focus groups, interviews, questionnaires, or observation before, during, but particularly after the campaign in order to assess its effectiveness.

It should be pointed out that candidates need to keep in mind that only a maximum of ten marks are usually awarded for ‘content’ while there are seven marks for ‘organization’ and eight marks for ‘expression’. To earn the seven marks for ‘organization’, the essay should have an excellent introduction and an effective conclusion. There should also be organized paragraphs, thematic cohesion between and within these paragraphs, as well as the use of transitional devices such as ‘in addition’, ‘furthermore’, ‘also’, ‘firstly’, ‘secondly’, ‘conversely’, or ‘simultaneously’. To earn the eight marks for ‘expression’, candidates are usually expected to have a strong command of English and some degree of elegance and fluency in their writing.

Candidates and teachers must understand that this paper is not predictable and so there is the need to read questions carefully and to be prepared to integrate concepts from other Modules as the question requires.

If the weaknesses pointed out here are addressed, performance in the 2010 examinations will definitely improve.

Internal Assessment

Most of the internal assessment samples submitted conformed to the criteria as set out by the syllabus. There were pieces that showed creativity and thought and which were stimulating to read. For the most part, the candidates showed that they understood what was required of them. However, there were some themes which needed to be narrower in their focus in order to allow the candidates to be more explicit in their presentations.

The Portfolio

This section of the internal assessment required candidates to produce original pieces in TWO of the three literary genres and to include elements of the chosen genres in their pieces. In many instances, candidates failed to demonstrate this. For example, a persuasive essay should contain enough figurative devices, which would serve to make it credible. Even in instances where short stories were used as a literary genre, some stories lacked lustre and did not contain all of the required elements. This was due in part to the themes selected not lending themselves to this kind of discourse and to the candidates not putting together a well-thought-out rationale that would serve as a guideline to producing a suitably creative work.

It was evident that many candidates were still unable to clearly state an appropriate audience with whom they wished to share their information. As a result, the choice of audience was often too general, which made it difficult for them to identify a forum/context/situation where the information could be shared.

Overall, candidates’ handling of the situation needs to be improved in the rationale. For example, candidates interpreted ‘situation’ to mean a ‘summary of what the creative piece is about’, explaining the process of composition (why the particular genre was chosen and its purpose) or, worse, not addressing it at all. Candidates should be made aware that ‘situation’ in this instance is defined as

‘where the particular creative piece can be found by the intended audience or used by the author or his/her agents’. For example, a poem may be placed in the cultural section of a newspaper or read at a poetry-reading session.

The Analytical Essay

While many candidates demonstrated an understanding of the components to be analysed, others showed a distinct lack of knowledge. Some were able to define and identify these components but could not explain their relevance to the context in which they were used. There were some responses that were literary analyses in that there was no focus on the linguistic elements. However, teachers are to be commended as the incidence of this kind of response was significantly less than in previous years. In a few instances, candidates attempted to analyse pieces that were written solely either in Standard English or Creole. In other cases, candidates selected poems which did not have examples of all the components required for the analysis. Still others selected pieces that were not in keeping with the theme under consideration.

Finally, candidates continued to find it difficult to conform to the stipulated word limit. On the whole, there seemed to be a misunderstanding about this aspect of the internal assessment. Only a few candidates were able to produce appropriate responses to the requirements of the syllabus. Many candidates produced well-written reflective pieces but their analytical pieces were weak or mediocre at best. One reason is that candidates selected themes which did not lend themselves to appropriate treatment in the specified literary genres, and the written pieces did not contain the necessary linguistic elements. This is most clearly evident in the disparity between the teachers’ grades and those of the moderators and suggests that teachers are uncertain about this aspect of the syllabus. It is hoped that teachers will lift their practice as they continue to work with students to have pieces produced that reflect the students’ creativity and show that they have been exposed to all aspects of the syllabus.

PAPER 3B

Alternative To Paper 1A

Just over one hundred candidates wrote the paper and the general quality of the responses was weak. Most of the candidates who performed poorly had very little knowledge of the content required by the mark scheme and earned the greater part of their marks for expression and organization. It is clear that these candidates (the majority of whom were private) had not been adequately prepared to provide the content required.

The markers of this paper felt it to be a fair and balanced paper and commented on the need for private candidates to be better prepared in order to come up to acceptable standards of responding.

MODULE 1

Question 1

This question consisted of two parts, the first requiring the candidates to summarise the information in an article and the second requiring them to write an evaluation of the article that explored the credibility of the information. Most of the candidates showed an inability to deal with the demands of both summarization and evaluation.

MODULE 2

Question 2

This question required the candidates to write an essay of no more than 300 words analysing an extract in terms of dialectal variation, attitudes to language, and communicative behaviour. Many candidates responded by offering an attempt at a summary rather than an analysis. One can therefore only assume that they had not been properly instructed.

MODULE 3

Question 3

This question tested the candidates' ability to write an essay of no more than 250 words discussing

- (i) the writer's level of emotional involvement
- (ii) the writer's intended audience,
- (iii) what the writer hoped to achieve
- (iv) two suitable contexts the candidate would consider for the piece, other than a magazine.

Again, many candidates had great difficulty answering it, providing short responses overall and therefore suggesting more a lack of preparation than a too-high level of difficulty in the question. In particular, they failed to respond adequately to Parts (i), (iii), and (iv).

Conclusion

One apparent factor that seemed to have accounted for unsatisfactory performance on some of the questions is a change in the format of certain questions. It is clear that quality of student preparation is a factor to be taken more seriously by teachers. Recommendations have been provided in the different sections of this report to help teachers improve their practice, and these should be associated with those given in the current syllabus. In particular, teachers are urged to expand their knowledge of the foci of the three Modules by reading more intensively and widely, and devoting time for reflection on the new knowledge gained from such reading.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
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GENERAL COMMENTS

The performance of candidates in this year's examinations improved slightly because of gains on Paper 02. There was noteworthy decline in performance on Papers 01A and 01B and poor performance on Paper 03B continued unchecked. The examiners wish to highlight the great importance of candidate preparation to much better candidate performance.

DETAILED COMMENTS

Paper 01A – Short Answers

Section A – Module 1

Module 1 consisted of Questions 1 and 2, which were concerned with the research process. The scenario given spoke of students of Baxter High doing research on the nutritional contents of the meals consumed by students for lunch at that institution. The majority of candidates attempted both questions.

Question 1

Question 1 was concerned with the collection of data for the research undertaken by the students. It was designed to test candidates' ability to evaluate the appropriateness of data collection methods.

Part (a) of the question required candidates to identify two methods of data collection other than a questionnaire suitable for the given scenario.

While stronger candidates enjoyed much success with this question by scoring the two marks allocated, many weaker candidates had difficulty identifying methods for the collection of data. They confused the methods of data collection such as questionnaire, observation, focus group, with the research design, for instance, survey, poll or case study.

Another area of weakness noted in candidates was their confusion of the method of collecting data with how the method itself could be administered. Weaker candidates tended to give responses such as 'by telephone or over the Internet' as methods. Also, they had problems with the terminology given and opted instead to describe/detail the process. For example, for observation, a candidate would write 'stand and watch'.

Teachers should be reminded that at this level, students must be cognizant of the specialized vocabulary of the subject.

Part (b) of the question required candidates to discuss the strengths and weaknesses of the two methods chosen in Part (a).

Candidates were obviously aware of the strengths and weaknesses associated with the methods but there were clear differences between stronger candidates and weaker ones. Many weaker candidates failed to choose strengths/weaknesses that were applicable to the scenario given, opting instead to regurgitate from lists learnt in class. Teachers should remind students that the scenario given is critical to the answering of the question.

In Part (c), candidates were required to comment on why a questionnaire would not have been the most suitable method of collecting data for the research undertaken by the students. This part of the question, without a doubt, posed the most problems for candidates. As in the previous part, candidates were asked to apply knowledge from the syllabus to a specific incident and many of them failed to do so. Many wrote of the general weaknesses of a questionnaire as well as its general unsuitability on specific occasions. Here again, they failed to let the scenario presented guide their responses.

This question also raised concerns about candidates' understanding of the process of sampling in research. Many candidates seemed to think that the entire student body in the scenario was to be the sample and thus erred in answering the question.

Question 2

This question tested candidates' ability to evaluate the effect of source, context, medium (channel) on the reliability/validity of information.

Part (a) of the question required candidates to provide three types of data the researchers would want to collect from the students of Baxter High. Candidates generally responded well to this question. Many were able to state three pieces/types of data the students would seek from the respondents in their research. Where candidates failed to do well, there was the familiar failure to utilize the given scenario.

Weaker candidates did not see the linkage between the data one would collect and the methods one would use as asked in Question 1(a). This failure led to some candidates giving answers that were not relevant. Well-performing candidates who had mastered Question 1 continued to perform well on this question, scoring the maximum marks, three, allocated.

Part (b) required the candidates to state four sources other than students, from which data could be obtained for the research, was the best done in the module. Stronger candidates, who linked Question 2(a) to 2(b), did extremely well. They easily scored the four marks allocated, as they were able to list four sources from which data could be gleaned for the research being undertaken.

Candidates who failed to do well on this part either did not see the link between the two questions or failed to differentiate between data and information. This led to some candidates listing sources of information instead, including textbooks.

Overall, performance on this module was creditable but there is clearly room for improvement. Well-prepared candidates navigated this module with relative ease but teachers should emphasize to their students that paying attention to the scenario is crucial as this was what, in many cases, separated the stronger candidates from the weaker ones.

Section B – Module 2

This module consisted of Questions 3–6, which tested the candidates' ability to differentiate between the linguistic features of Creole and Standard English; characterize situations in terms of register; describe attitudes to Creole and social factors that give rise to them; select media in which Creole is used; determine purposes of language use; differentiate between dialectal varieties in terms of use; identify pieces of technology used in making a speech and their purpose and identify audiovisual aids that would be used if the speech was being made to five-year-olds. Generally, candidates demonstrated familiarity with the content targeted and performed reasonably well on the module. However, teachers need to pay more attention to the exploration of the following areas: *linguistic features*, *register* and *dialectal variety*.

Question 3

For this question, candidates were required to (a) list linguistic features of Creole illustrated in a calypso that were *not* features of Standard English and (b) match situations to registers. With respect to Part (a), the answers desired were those which either provided a grammatical description (subject + verb structures) or an example of such a description ('ah...young'). Many candidates provided general components of language (phonology, syntax, lexicon) instead and struggled to express themselves clearly. With respect to Part (b), the registers sought were 'frozen/formal', 'consultative' and 'casual' but many candidates did not provide any answers here, suggesting unfamiliarity with the concept of register.

Question 4

Question 4 required candidates to (a) identify two differing attitudes to Creole revealed in the calypso, (b) give two social factors which might have influenced each attitude named in (a), and (c) state two alternative media in which Creole is used. With respect to Part (a), attitudes such as *pride* and *disapproval* were expected, but many candidates had difficulty naming an attitude, some contenting themselves with quotes from the calypso as answers (for example, 'Ah hear dem say Creole is wrong'). With respect to Part (b), answers such as *rising levels of nationalism and self-acceptance* and *widespread use of Creole on radio and TV* were expected as social factors, but many candidates had difficulty identifying and expressing appropriate social factors, providing, for example, vague answers such as 'social class', 'education' and 'environment', or unlikely factors such as 'better educational levels' and 'higher social status'. Part (c) proved to be the easiest to answer; most candidates correctly identified alternative media.

Question 5

This question centred on a cartoon and required candidates to (a) identify purposes of language and (b) identify the 'dialectal variety' used in the cartoon and provide three situations in which the variety is used. Generally it was poorly done. For Part (a), examples of answers expected were *informing*, *explaining*, *causing humour*, *entertaining*, and *persuading*, but many candidates had difficulty identifying purposes, providing language functions instead (for example, 'reflective', 'expressive', 'phatic', 'poetic', and 'communicative'). More careful attention will need to be paid to this area by teachers. For Part (b), the answer expected for 'dialectal variety' was (*Standard*) *English*, but many candidates provided answers relating to the Creole continuum: 'basilect' and 'mesolectal' and, since the second part of Part (b) depended on the first, gave answers that denied them the three marks allotted to that part.

This is an area that needs more attention, specifically situations associated with particular dialectal varieties.

Question 6

This question tested candidates' knowledge and understanding of the use of media for enhancing and facilitating communication. It required them to (a) list three pieces of technology to aid in presenting a speech on the use of illegal drugs and to explain the purpose of one of the pieces of technology, and (b) identify two audiovisual aids to be used if the presentation was being made to five-year-olds and give a reason for using one of the aids. It was fairly well done by many candidates. However, some candidates experienced three interpretation difficulties: (i) they did not quite understand the phrase 'pieces of technology' in Part (b); (ii) they ignored 'audio' in the term 'audiovisual' in giving their answers for Part (b); and (iii) they ignored the fact that Part (b) required that the audiovisual aids be selected specifically with an audience of five-year-olds in mind.

To help candidates improve their performance on this module, teachers are advised to do the following:

- Devote more time to teaching the terminology of the subject.
- Give their students more hands-on practice in responding specifically to the demands of the syllabus.
- Practise writing their own questions, using the objectives of the syllabus as a guide.
- Be more stringent in marking in-course assignments and tests so that candidates can see where they are losing marks and hopefully focus on those areas.
- Read the Communication Studies reports and share them with their colleagues and students.

Section C – Module 3

Candidates' performance was generally weak; indeed, it was noticeably lower than last year's.

Question 7

This question required candidates to study a cartoon and then (a) list four elements implied in the communication process, (b) list three evident non-verbal communicative behaviours, and (c) identify one barrier that influenced the response of one of the characters. Many candidates surprisingly struggled with the identification of elements in the communication process (sender, message, receiver, feedback) — perhaps because they were required to infer them. Many others had difficulty interpreting non-verbal behaviours such as the frown/puzzlement on the teacher's face; her hands akimbo expressing disapproval; the boy's hiding of the bag of candy suggesting guilt/fear of detection.

Question 8

This question required candidates to read a scenario about an interview and then (a) suggest three occasions on which the interviewee's attire would have been inappropriate and (b) give three examples of a formal communicative context. With respect to Part (a), because the interviewee was dressed in jeans and sneakers, the examiners thought that answers like *party*, *visit to the mall*, and *date at the cinema* would have been readily chosen; but some candidates struggled to provide three occasions. In Part (b), candidates also struggled to provide three contexts as well; answers like the following were expected: *an awards ceremony*, *a valedictory address at a graduation ceremony*, *a conference of delegates*.

Question 9

This question required candidates to, on the basis of a scenario in which somebody was having trouble beginning an essay on global warming, (a) list four pre-writing tasks during the planning stage and (b) state two functions that essay writing facilitates and provide an example of each function. Again, many candidates unexpectedly struggled. For Part (a), the examiners expected answers like the following: *selecting a topic*, *narrowing the topic*, *identifying an audience*, *establishing a purpose*. With respect to Part (b), examiners expected functions such as *provide a written record* and *summarize information* with the respective examples *report/thesis* and *notes/briefing/school-based assessment*.

Question 10

The question required candidates to study a cartoon and then (a) list two factors that might have led to a breakdown in the communication process, (b) state two ways in which the communication process could have been improved, and (c) state one communication strategy for each of four scenarios. For Part (a),

two expected answers were *message is ineffectively encoded* and *meaning is ambiguous*. For Part (b), two expected answers were *providing information on the person who has died, then explaining that you are going to a wake*. For Part (c), two expected answers for the first scenario were *draw a map* and *google it*, and expected answers for the fourth scenario included *card*, *telephone message*, *text message*, *shaking hands*, *kissing*, *patting back*, and *giving a high five*.

Paper 01B – Aural Comprehension

Question 1

This question required candidates to state the main idea of the poem in no more than 20 words. The mean was 0.82 (out of three). Many of the candidates understood what was required but there were many as well who incorrectly interpreted the rubric and responded to a ‘purpose’ question instead. Accordingly, responses began, *The writer’s main idea is to....*

Additionally, even among those who seemed to have understood the question, there was a minority who failed to acknowledge that the emotional response of the persona to the departure of the loved one was a critical element.

Examples of the most unexpected responses are as follows:

- *The persona went to the airport and was frightened by the sounds of jets taking off and landing.*
- *The poem is about someone who had gone to the airport to catch a flight and was angry and disappointed to watch the plane leaving without him.*
- *The poem is about a taxi behaving violently on the road.*

In relation to the third example above, candidates had a problem relating to *taxi* as a verb or anything other than a hired car.

Question 2

This question required candidates to state four pieces of information from the text that led them to the main idea; it was the best done of the questions. Most candidates performed satisfactorily on this question. Too many candidates, though, seemed not to be clear on how to extract information from the text and instead offered vague or general responses such as, “the figurative devices used in the poem”; “the tone of the writer”; “the connotative vocabulary used”; and “the context of the situation”.

There were many instances as well in which the pieces of information stated bore no clear relation to the main idea highlighted in the preceding response.

Question 3

This question comprised two parts, with Part (a) requiring the candidates to identify two literary devices used in the poem and Part (b) requiring them to furnish one example of the devices identified. Candidates performed satisfactorily on this question. The most popular responses to Part (a) were *metaphor* and *personification*, followed by *oxymoron*, *paradox* or *imagery*. The vast majority of candidates were able to score at least one mark on this question.

Far too many candidates identified *onomatopoeia* as one of the devices used, citing as examples words that appeal to the sense of sound (for example, ‘roars’, ‘thunders’ and ‘screaming’).

Additionally, there was a tendency to abuse the ellipsis. Guilty candidates would extract a portion of the poem containing the device but would omit specific words that conveyed the figurative meaning.

There were also a few instances in which candidates correctly identified the device but were unable to retrieve relevant examples from the poem.

Question 4

This question required candidates to comment on the effectiveness of the devices they had identified in Question 3(b). Performance on this question was generally unacceptable. For the most part, candidates merely defined the device but failed to establish any connection to the writer's purpose. There were also a few instances in which the devices were explained outside of the given context.

Recommendations

- Given that this paper tests both *listening* and *comprehension*, more time and effort should be devoted to developing both of these skills, separately and together. Exposing students to experiences that will build vocabulary would also help them to relate more positively to this component of the syllabus.
- Teachers should give more practice in differentiating the writer's/speaker's *main point* from his/her *purpose*.
- Students should be taught how the different literary devices function in genres.
- The use of *imagery* as a device is particularly troublesome. Teachers should make students aware of the different types of imagery so they can be more specific in their response.

Paper 02 – Essays

This paper comprised three compulsory questions. Performance was generally satisfactory.

Section A – Module 1

Question 1

The question was based on the excerpt *TV News: How much of it is really news?* adapted from Awake Magazine, April 22, 2003, p. 12. It was divided into two parts, (a) and (b), with Part (a) requiring candidates to state the writer's main point in not more than 30 words and Part (b) requiring them to write an essay of no more than 500 words in which they were to identify the writer's purpose and comment on his/her use of three strategies/language techniques to achieve that purpose.

There were several excellent responses, reflecting good knowledge of content and mastery of organizational and expression skills. But most candidates' performance fell in the mid range of the mark assigned to the question.

Many candidates lost marks for stating the main point as a purpose. More candidates did better at stating the writer's purpose but many of them lost marks for not including the effect on the audience. With

respect to strategies and techniques, many candidates were able to identify two strategies (particularly the use of statistics and rhetorical questions) but often did so without examples and were usually unable to effectively comment on how these strategies aided achievement of the writer's purpose. Most candidates limited their answers to definitions of 'strategy' and explanations of usual effect. Some candidates did a general analysis of the content without mentioning the writer's purpose or strategies. Alarming, some identified basic elements of writing such as paragraphs, punctuation and brackets as the writer's strategies.

Some candidates reproduced a number of strategies that they had been taught instead of identifying those that were featured in the extract. There were cases in which candidates *summarized* the extract instead of discussing language strategies. There were also cases of obvious misinterpretation of the task—for example, candidates discussing the *type of discourse* at length as a strategy. In numerous scripts, organization and expression were unsatisfactory. Effective introductions and conclusions were rare; transition structures were often inaccurate and quite mechanical; paragraphs were incoherent; phrasing was rambling and verbose; and there was an abundance of spelling and grammatical errors. (In respect of grammatical errors, subject-verb disagreement and tense errors predominated.)

Section B – Module 2

Question 2

This question was divided into three parts, (a), (b) and (c), and required candidates to write an essay of not more than 500 words discussing the use of language in the extract *Mammie's Form at the Post Office* adapted from Archie Markham's *A dark against the sky: An anthology of poems and short stories from Montserrat*.

Part (a) tested candidates' ability to discuss the relationship between the use of language and the content of the narrative. Most candidates misunderstood the question and wrote a long discourse on kinds of language (for example, acrolect, mesolect). They used many of the terms they had met in the classroom but, in most cases, the terms were incorrect and irrelevant (for example, proxemics, interpersonal, intrapersonal, consultative). It was obvious from the responses that candidates had learnt some terms by rote and were simply reproducing them.

In Part (b) candidates were required to discuss how Mammie's discomfort could be highlighted in a video production depicting the scene. It was the best done of the different parts of the question. Most of the candidates showed a knowledge of what was required even though many of them expressed their ideas rather poorly.

For Part (c) candidates were required to discuss the characters' reaction to each other's communicative behaviours and words. Unfortunately, many candidates did a poor job of answering it. They addressed the characters' reaction to parts of the building (such as the bullet-proof glass), the characters' upbringing, and other areas which fell outside of the focus of the question. Many candidates scored less than half of the marks for this part.

With respect to organization, there was some improvement but some difficulties remain. Many candidates produced one extended paragraph while others produced essays that were characterized by a general structural incoherence and by either absent or ineffectively written introductions and conclusions.

With regard to expression, many candidates showed that it was a struggle to (i) agree subjects with verbs, (ii) select the right tense, (iii) control complex syntax, (iv) choose the right word, (v) spell words correctly and (vi) punctuate correctly.

It was clear again that composing an essay presented difficulty for numerous candidates. Teachers need to persevere in the circumstances and seek to hone both their essay-writing knowledge and their essay-teaching skills. Emphasis should be placed on the structure of expository essays and on fundamental topics like (i) effectively introducing expository essays, (ii) expressing controlling ideas, (iii) stating the theme and constituent topics, (iv) illustrating a point, (v) ways of making a paragraph cohesive, (vi) moving from paragraph to paragraph and (vii) effectively concluding expository essays.

Section C – Module 3

Question 3

This question invited candidates to read a scenario about staffing a Caribbean-wide tournament in their country with volunteer general stewards and providers of medical and first aid, and then, assuming the role of volunteer coordinator, write a proposal, providing details of (a) strategies for persuading each of the target groups, (b) the register or tone to be used with each of the groups, and (c) the media/channels to be used to reach each of the groups. It was the best done of the questions.

Candidates should be commended for improved performance on this question, particularly in the areas of content and organization. Most of them were able to find an adequate number of strategies and media/channels for the targeted groups and to identify the appropriate registers and tones for the given context. There were some concerns, however, since some candidates neglected to include strategies involving an appeal to the prospective volunteers' emotions (pathos), intellect (logos), or character (ethos). With respect to appeals to logos, responses could have included *benefits to their careers and provision of support for the promotion of good health through sport*. For appeals to pathos candidates could have included *appreciation for all they do and volunteering for more even though they are busy and patriotic duty as citizens*. In regard to appeals to ethos, they could have included *approach through well-respected doctors and loyalty as a community member representing their country in a locally organized international event*.

For register, candidates could have selected the informal, formal, and consultative registers or a combination of Standard English (acrolect) and Creole (mesolect and basilect) for the stewards but, for the medical and first aid volunteers, mainly a formal register with some allowance for a consultative forum at some points during the presentation.

The tone for the stewards could have been *appreciative, serious, animated, enthusiastic, or conversational* but, for the medical and first aid workers, simply *serious* and *appreciative*.

With regard to the media/channels, candidates should have selected *advertisements, radio, television, Internet, billboards, or newspaper*. In addition, there should have been social networking options like Facebook; Twitter; text messaging; instant messaging; creation of a website; the issuing of flyers to possible volunteers in schools, universities, hospitals, health centres; email contact; placing pamphlets in popular shops in malls, restaurants, and institutions; and the use of blogs. Candidates who offered even brief comments/discussions of each of the relevant points they made for any of the sections managed to earn higher marks than candidates who simply mentioned or listed them. Candidates should be reminded that the mark allocation is 10 for *content*, 7 for *organization*, and 8 for *expression*. Many of them captured the ten marks for content but only managed to earn half of the totals for organization and expression. It should be noted that the seven marks for organization are awarded for an excellent introduction, the effective use of paragraphs with internal cohesion, the appropriate use of transitional devices, and an effective conclusion, and that, for expression, the eight marks are awarded for excellent, error-free language.

Despite the improved candidate performance, many examiners were offended by the use of wholly inappropriate profane English in some essays and in some personal notes which candidates wrote after the essays. If candidates read the questions well, develop their points carefully, organize their essays effectively, and demonstrate language competence, there should be even better performance in the next year's examination.

Paper 03A – Internal Assessment

The Portfolio

This section of the paper required candidates to produce original pieces in two of the three broad literary genres and to include elements of the chosen genres in their pieces. For the most part, the portfolios submitted for moderation were creative and interesting and candidates demonstrated that they understood the stipulations of the syllabus. Hence, there was less emphasis on the creativity of the physical appearance and more on the creativity of content. However, there were problems which should be reported.

One serious problem was that there were many portfolios which did not contain the *two* different literary genres, as well as themes selected which did not lend themselves to writing imaginatively. Expository pieces were submitted as reflective pieces. Many submissions seemed not to have been proofread, resulting in avoidable grammatical and spelling errors. Some portfolios contained a CD or DVD but no hard copy of the material.

Another noteworthy problem was unsatisfactory discussion of the intended audience. For example, instead of selecting a specific audience, candidates selected a general audience but were unable to say why this was the target audience. The situation referred to in the syllabus is the context in which the information would be shared and not the setting of the story or dramatic piece.

A third important problem was non-delineation of themes. The theme 'Teenage Pregnancy', for instance, could have been confined to the effects on the family or the society or the education of the teenager. The theme suggests that the candidate was examining all aspects but this is not possible given the word limit of the Portfolio. Another aspect of the problem was that some topics were more sociological and expository than literary (for example, 'the water system in my community'). This made it difficult for candidates to produce creative responses to selected themes.

In creating the reflective pieces, candidates should be asked to develop a checklist which would remind them to avoid the problems reported above and to observe the following, *inter alia*:

- maintenance of the critical components of short story writing throughout the writing process
- adherence to the requirements of the analytical section
- avoidance of the use of profane English in any form and for whatever reason

The Analytical Essay

While many candidates were able to competently write about the features of the language used in their creative pieces, many others had difficulties with the analytical essay. They did not analyse for communicative behaviours, attitudes to language or dialectical variation. They simply recapitulated the story without any of the required analysis. They produced essays of definitions without any plausible explanation for the choice of linguistic features in their writing. In violation of good marking practice, many of these essays were given very high scores which had to be significantly adjusted in the

moderation exercise. In one interesting case, all five candidates appeared to have been given a flawed template to follow, with the result that the essays were similarly constructed, with only the topic of the pieces being analysed being clearly different.

In the choice of external pieces for analysis, there was often no direct relation to the theme chosen and some pieces were from non-West Indian authors. Other noteworthy problems were:

- Selection of the less suitable piece from the available pieces (for example, selection of an element-deficient email over a short story that had all the elements for analysis)
- Misuse of the relevant terminology (for example, *frozen register*, *mesolect*)
- Lack of a conclusion to the entire portfolio and not simply each section of it

The examiners take this opportunity to encourage teachers to give serious attention to the problems reported above. Furthermore, they would like to appeal to teachers to ensure that the marks, including the totals, on the COMM 3 and COMM 5 forms are entered accurately.

Paper 03B – Alternative to Internal Assessment

One hundred and thirty-eight candidates wrote the paper and, as in previous years, the general quality of the responses was weak. Candidates continue to be poorly prepared for the paper and scored more of their marks for expression and organization than for content. It strongly appears that providers of tuition to these candidates need to be encouraged to become knowledgeable about the syllabus and follow its suggestions for teaching and learning activities.

Section A – Module 1

Question 1

This question came in two parts, Part (a) requiring the candidates to summarize the points raised in the article in no more than 90 words and Part (b) requiring them to write a 150-word evaluation of the article in point form exploring the credibility of the information. Performance was less than satisfactory. Most of the candidates showed an inability to deal with the demands of both summarization and evaluation.

Section B – Module 2

Question 2

This question required candidates to write an essay of no more than 300 words analysing an extract in terms of dialectal variation, attitudes to language, and communicative behaviour; the extract was adapted from Marlene Nourbese Philip's novel *Harriet's Daughter*. Performance was again unsatisfactory. Many candidates demonstrated poor understanding of the concepts to be analysed and opted instead to summarize the passage.

Section C – Module 3

Question 3

This question was based on an extract from the University of the West Indies magazine *The Pelican*. It tested candidates' ability to write an essay of no more than 250 words discussing (i) the writer's concern, (ii) her intended audience, (iii) what she hoped to achieve and (iv) two suitable contexts, other than a magazine, in which the excerpt could be used effectively. Again, many candidates provided responses

which showed both cluelessness as to how to negotiate the demands of the question and weak analytical ability.

Conclusion

Recommendations have been provided in the different sections of this report to help teachers improve their practice and these should be associated with those given in the new syllabus. In particular, teachers are urged to expand their knowledge of the foci of the three modules by reading more intensively and extensively, and devoting time for reflection on the new knowledge gained from such reading.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
ADVANCED PROFICIENCY EXAMINATION**

MAY/JUNE 2011

COMMUNICATION STUDIES

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GENERAL COMMENTS

Generally candidates performed well in the 2011 Communication Studies examination compared with 2010. The mean in 2011 for Papers 01A and Paper 031 was the same, noticeably better for Paper 01B and Paper 032, but slightly lower for Paper 02. In Papers 01A, 031 and 01B, over 90 per cent of the candidates achieved Grades I–V. Significantly more candidates achieved Grades I–II in Paper 01A and Paper 01B than in 2010.

Overall, the percentage of candidates achieving Grades I -V was approximately 94.

DETAILED COMMENTS

Paper 1A – Short Answers

Section A – Module 1

Module 1 consisted of Questions 1 and 2, which were based on the research process. The scenario given related to Communication Studies students at Vader High School who were researching the use of the Internet for educational purposes. The vast majority of candidates attempted both questions.

Question 1

This question was one of the five best done questions on the paper. There were 14 257 responses and the mean score was 5.43 out of 8.

Part (a) asked candidates to list two methods of data collection other than personal observation, that students might find suitable for collecting data for this research. Stronger candidates were able to do well on this question, scoring the two marks allocated. Weaker candidates, however, had difficulty identifying methods of data collection. Many opted to use general research terminology from the subject area such as ‘qualitative’ and ‘quantitative,’ which are not methods used to collect data. They sometimes confused *methods of data collection* with *sources of data*, giving answers such as ‘books’, ‘Internet’, and ‘television’ for the former. Some candidates described the method for collecting the data rather than naming the method, providing, for example, ‘face to face interaction’ instead of ‘interview’.

Another weakness noted was the tendency for some candidates to confuse the methods of collecting the data with how those methods could be administered, and so they supplied answers such as ‘face to face’ and ‘over the phone’ for methods of data collection.

Moreover, some candidates offered ‘observation’ as one of the methods of data collection, despite the fact that the question clearly stated that it would not be an acceptable answer in this section.

Teachers should insist that all candidates become familiar with the specialized vocabulary of Module 1, including the approved spellings.

Part (b) asked candidates to identify one strength and one weakness of both methods they had selected in Part (a). Most candidates were aware of the strengths and weaknesses associated with the methods of data collection they had chosen. However, this question again served to separate the stronger candidates from the weaker ones. The weaker candidates ignored the scenario given and seemed to be regurgitating the strengths and weaknesses from lists they had memorized, suggesting an inability to apply their knowledge appropriately to the scenario given.

In Part (c), candidates were asked to give one advantage and one disadvantage of the use of personal observation for collecting data for this type of research. Undoubtedly, it posed the most challenge to candidates. Some of the weaker candidates treated *observation* as if it was *interview*, while others thought that it meant simply looking and thus came up with answers such as “it was the easiest method as all the students needed to do was look for themselves”.

Question 2

There were 14 209 responses to this question and the mean score was 4.36 out of 7. The question was one of the better done ones.

Part (a) asked candidates to state three pieces of information they should seek in their research. Here again, lack of attention to the scenario separated the stronger candidates from the weaker ones. Candidates who followed the scenario were able to identify three pieces of information, while weaker candidates were content to give biographical information, which was not enough to earn them the maximum marks allocated for this question.

For part (b), candidates were required to name four sources, other than the student user, that could provide data on how the Internet could be used for educational purposes. For the most part, this question was well done. Most candidates could name four sources from which the data could be obtained and were able to secure the maximum three marks given. There were, however, indications of a lack of preparation on the part of some candidates, especially in respect to careful attention to the scenario. Responses were too general and so candidates lost marks. An example of a given general source is ‘researcher or researches’. Given the scenario, an acceptable answer would have been *researchers who have done research in the area* or *previous research on the issue*.

Teachers are reminded that, in order to ensure that students maximize their chances of scoring in this section, they should instruct them to give answers that are clear and expressed as sentences.

Section B – Module 2

This module consisted of Questions 3–6, which tested candidates’ ability to differentiate between the linguistic features of Creole and Standard English; explain why a person’s speech may be considered language, and suggest ways in which learning Standard English might be useful to a student (Question 3); explain why a teacher might consider a student’s use of linguistic shorthand in an email message to him to be disrespectful, explain why a teacher might want students to email their work to him, and identify three other electronic media that a teacher can use to communicate with his students (Question 4); explain why a person may choose to speak exclusively in Standard English and why another may choose not to do so, and provide contexts in which Standard English might be more appropriate than Creole and vice versa (Question 5); link a chunk of a person’s speech to its social

function in an exchange and list three other functions of language along with an appropriate illustration of each (Question 6).

Generally, candidates demonstrated familiarity with the content targeted and performed reasonably well on the module. However, teachers need to pay more attention to the exploration of the following areas: *linguistic features*, *register* and *dialectal variety*.

Question 3

This question came in three parts and was based on a dialogue on the teaching and learning of English between a student (Renaldo) and a teacher (Miss John).

There were 14 263 responses and the mean score was 4.22 out of 7. The question was one of the better done ones.

Part (a) asked candidates to identify three aspects of Renaldo's speech that are not good examples of 'good English'. Overall, it was answered fairly well by candidates who offered responses such as 'Phonology--'makin' and 'yuh' instead of 'making' and 'you'.' However, some students offered general aspects such as 'syntax' and 'phonology' without any illustration while others extracted only one word from the scenario, for example 'makin' and 'yuh', which was not considered to be sufficiently identifying.

In Part (b), candidates were asked to give two reasons why Renaldo's speech might be considered a language. Those who did not achieve full marks did not pay enough attention to the scenario and so gave answers that did not reflect it. Examples of such responses are: 'maturational' and 'dynamic'. In addition, some candidates gave the functions of language as reasons, while others appeared to be unsure about what the characteristics of a language are. Some expected responses were: *it is systematic/has grammatical structure, it has a sound system, it is understood by another human being, and it is verbal*.

For Part (c), candidates were asked to suggest two ways in which learning Standard English might be useful to Renaldo one day. Most candidates got the full two marks for this.

Question 4

This question came in three parts and was based on an email exchange between a teacher (Mr Jack) and a student (George) in which the latter used Creole and non-Standard writing representations.

There were 14 270 responses and the mean score was 5.14 out of 8. The question was one of the better-done ones.

In Part (a), candidates were required to suggest two reasons why Mr Jack saw George's email as being disrespectful. Most candidates scored well on this question. They were able to identify credible reasons.

For Part (b), candidates were asked to give three reasons why Mr Jack might have asked his students to email their work to him. Many candidates scored well here also, but too many candidates were unable to come up with plausible reasons. Two implausible answers were 'spell check on the computer' and 'student doesn't have to search for teacher'. Correct answers included *enabling him to correspond easily with students, facilitating feedback and enabling easier legibility*.

Part (c) required candidates to suggest three other electronic means which Mr Jack could use to communicate with his students. While many candidates provided three good suggestions, many others did not directly address the question as asked, giving answers such as 'telephone', 'fax machine', 'fax', 'microphone', 'speaker' and 'flash drive'. Expected responses included text messages (via cell phone), blogs, and instant messages via an online chat programme.

Question 5

This question came in four parts and was based on a dialogue between two acquaintances – Henry, who had just come back home after studying abroad and was speaking in Standard English, and Fred, who had spent time abroad but was speaking Creole.

There were 14 253 responses and the mean score was 5.54 out of 8. The question was generally well done.

Part (a) asked candidates to give three possible reasons why Henry had chosen to speak exclusively in Standard English. Most candidates scored well on this question, citing reasons such as *wanting to reflect his education and status, wanting to impress Fred and looking down on Creole*.

Part (b) asked candidates to give three possible reasons why Fred had chosen not to speak exclusively in Standard English. Most candidates were able to highlight the reasons which include *him seeing it as a part of his identity and seeing Standard English as being restrictive in particular situations*.

In Part (c) candidates were asked to identify one specific context in which Standard English might be more appropriate than Creole. Most candidates scored well on this question, citing interviews for particular jobs, giving a feature address and conversing with a speaker who does not understand Creole.

For Part (d), candidates were required to identify one specific context in which Creole may be more appropriate than Standard English. Suitable responses included conversing with a friend or another Creole speaker or politicians campaigning and trying to identify with ordinary people. Most candidates scored well on this question as well.

Question 6

This question came in two parts and was based on a scenario in which a mother was expressing concern to her son (Sean) about his speaking in a non-Standard variety of English, different from the one he spoke when he was younger. Sean was explaining why he did so.

There were 13 890 responses and the mean score was 2.87 out of 7. The question was one of the two most challenging for candidates. Many candidates either did not attempt any of the parts or just failed to score a mark.

Part (a) asked candidates to identify one social function of language based on Sean's response. It is apparent that many candidates were not well prepared to answer this question. Expected responses included *to identify with a social group*, *to distance oneself from another social group*, *to exchange information* and *to persuade*.

In Part (b), candidates were required to list three functions of language, other than the social function, and to give one example of each. Too many candidates showed that they did not know the functions of language by either providing guesswork answers or not attempting the question at all. To help candidates improve their performance on this module, teachers are advised to:

- Devote more time to teaching the terminology of the subject.
- Give their students more hands-on practice in responding specifically to the demands of the module.
- Practise writing their own questions, using the objectives of the syllabus as a guide.
- Read the Communication Studies Subject Reports and share them with their students.

Section C – Module 3

Question 7

This question came in three parts and was based on a scenario in which a principal walked into a class of noisy first-year secondary school students, causing them to immediately fall silent.

There were 14 249 responses and the mean score was 4.85 out of 8.

Part (a) of the question asked the candidates to suggest three non-verbal cues from the principal that might have caused the students' reaction. Many candidates were able to identify non-verbal cues from the principal, but others provided vague and general responses. Appropriate responses included the *principal's stern look*, *folded arms*, *raised hand* and *status*.

In Part (b), candidates were asked to suggest three non-verbal behaviours the students could have exhibited on seeing the Principal enter the classroom. The question was generally well done. Suitable responses included a *'frozen' action*, *frightened facial expression*, *fidgeting* and *pretence at doing serious work*.

For Part (c), candidates were required to suggest two verbal cues the principal could have used if the class had not become silent. It was generally poorly done. Too many candidates misinterpreted the term ‘verbal’ and gave answers describing the tone or pitch of the principal’s voice rather than stating some of the things he might have said. These included, among others, ‘*Stop talking!*’, ‘*Be quiet!*’ or ‘*You are too noisy!*’

Question 8

This question came in two parts and was based on a dialogue, between Lisa (a company manager) and her friend Marva, about an invitation to the maintenance workers to attend a luncheon, which hardly any of them attended.

There were 14 172 responses and the mean score was 4.24 out of 8. Many candidates scored in the 4–6 range on this question.

Part (a) asked candidates to suggest four factors that could account for the workers’ non-attendance. It was fairly well done. Suitable responses included that the *language was not understood, the invitation was too formal or was overlooked because of the manner of notification or was not clear enough.*

For Part (b) candidates were required to state two other methods which Lisa could have used to attract a more positive response to the invitation and one reason why each method might have been successful. Most candidates were able to identify correct methods but had difficulty explaining the successful use of the methods given, proffering answers on how to improve the text and appearance of the invitation such as ‘use of graphic imagery to enhance invitation’, ‘making it colourful’, and ‘changing how the invitation was worded’ instead of suggesting how these methods could make the workers feel respected or important or could allow feedback.

Question 9

This question came in two parts and was based on a scenario in which the prefect body of a high school was permitted to launch a campaign at assembly to address the school’s littering problem.

There were 13 918 responses and the mean score was 2.24 out of 6. This question was poorly done, with most of the scores ranging between 0 and 3.

In Part (a), candidates were asked to identify one part of the communication process the students might engage in during the planning stage of the campaign and to illustrate how they would do so. Most candidates merely listed any part or element in the communication process as a response, for example, ‘encode’ and ‘message’ rather than including the action taken to plan for the campaign, for example, *selecting a medium and encoding the message.* Where candidates were successful in naming the part or element, they usually did not get the illustration correct, tending instead to define the element.

Part (b) asked candidates to identify one barrier that could prevent the audience from effectively receiving the intended message and to illustrate how the barrier could be removed. Some candidates were able to identify barriers specific to the scenario but could not relate them to the scenario.

Illustrations given often took the form of explanations of the barrier rather than ways in which they might be removed. Illustrations such as using everyday language, using a positive, enthusiastic tone, controlling volume levels and including humour or music in the presentation.

Question 10

This question came in two parts and was based on the same scenario as Question 9.

There were 13 775 responses and the mean score was 3.54 out of 8. Many candidates' responses were not related to the given scenario.

Part (a) asked candidates to state four methods by which the prefects could arouse student interest in the campaign. The methods given by candidates were suited to campaigns generally, rather than specifically to the launch of the clean-up campaign. Suitable methods include *rap music, posters or art work, video presentations, slogans or jingles*.

In Part (b), candidates were required to explain how each of the methods identified in Part (a) could help the prefects convey their message effectively. Many candidates could not provide accurate explanations, focusing instead on how the methods would be attractive. Some candidates tried to explain the use of methods not given in Part (a) while others gave no response.

Paper 01B – Aural Comprehension

Question 1

This question asked candidates to listen to an extract and then to state the writer's main purpose in no more than 20 words.

There were 14 288 responses and the mean score was 1.28 out of 3. Question 1 proved to be the most challenging of the four questions. Many candidates could not satisfy three requirements of a good answer: a statement that read like a purpose statement and related to an earthquake or to devastatingly loud music; a generalization of the effects of the earthquake or music; and a verb (phrase) that captured the notion of vivid description.

Question 2

This question required students to state four details that were used to identify the main purpose. There were 14 276 responses and the mean score was 3.16 out of 4. It was the best done of the questions. Most candidates performed satisfactorily, giving details either to support the destructiveness of the earthquake or music. However, a few candidates seemed not to be clear on how to support the main purpose and as a result they offered vague or general responses as opposed to giving details. There were instances as well in which the details given bore no clear relation to the main purpose presented in the preceding response. Some candidates wrongly listed literary terms like 'mood', 'diction', 'tone' and 'setting' as details from the text.

Question 3

This question required students to identify in Part (a) two different emotions displayed by the characters in the passage and in Part (b) to provide evidence of the emotions selected.

There were 14 286 responses and the mean score was 2.58 out of 4; it was the second best done of the questions. The fact that the question required different emotions was critical, but was missed by many candidates, who identified the same emotion twice, for example, fear/panic, which resulted in them getting credit for only one of the answers.

In Part (b), the candidates performed satisfactorily; once they had identified the emotion correctly, they were able to adequately support their answer with the required evidence from the passage.

Question 4

The question came in two parts, with Part (a) asking candidates to state two different figures of speech used in the passage and Part (b) requiring them to comment on the effectiveness of one of the figures of speech given for Part (a).

There were 14 267 responses and the mean score was 2.09 out of 4. Many candidates got the answer for Part (a) correct, providing various figures of speech such as *personification* and *alliteration* though many others preferred to give textual examples of those figures of speech rather than the labels assignable to them (a practice which should be discouraged).

On the other hand, Part (b) proved more challenging. Many candidates were unable to adequately comment on the effectiveness of the figure of speech, choosing to give descriptive statements of its meanings or, worse, merely stating the textual example of the figure of speech and defining it rather than linking it to the author's intention or purpose.

Teachers are advised to provide extensive instruction to their students on how to comment on figures of speech and their effectiveness. In particular, they should focus on the need to both explain the actual figure of speech and show how it contributes, if at all, to achieving the author's purpose.

Recommendations

- Teachers need to encourage students to read more in order to build their working vocabulary.
- Students need extended practice in the construction of sentences.
- More time should be spent on teaching students how to differentiate 'purpose' sentences from 'main idea' sentences and, in the process, to select the right verb of purpose.
- Students should be taught how to use figurative language effectively as a means of helping them to better understand how and why writers use it.

- Students need to understand that for a figure of speech to be effective it has to contribute to the effectiveness of the writer's purpose; they also need to practise creating statements showing this link between figure of speech and purpose. Conversely, if there is no link, they should be able to evaluate a figure of speech as being ineffective on that account.
- Students should be taught how to distinguish between specific details and general or vague information, for example, between 'old man Jango's ancient house wobbled on skinny legs' (specific detail) and 'the way the old man's house was behaving' (vague information)
- Teachers need to do more work on the teaching of inference so as to reduce the incidence of obviously arbitrary guesswork which candidates engage in when interpreting the passage and, in particular, the writer's purpose.
- Teachers need to spend more time having their students distinguish between 'parts of speech' and 'figures of speech'.

Paper 02 – Essays

Section A – Module 1

Question 1

This question required candidates to write an essay of no more than 500 words on a passage on tsunamis adapted from the website <http://www.pbs.org/wnet/savageearth/tsunami/index.html>. They were to identify the writer's main point and purpose and comment, with specific reference to the passage, on three organizational strategies and three language techniques.

There were 14, 233 responses and the mean score was 10.66 out of 25. Candidates' overall performance was fair. Many responses suggested competence in identifying the writer's main point and purpose and also in providing the supporting pieces of evidence.

However, many candidates lost marks for weaknesses in the statement of the writer's main point and purpose. Some candidates lumped the two concepts together, as in, 'The writer's main point and purpose is to...', ignoring the called-for distinction. The main point was often expressed as a purpose statement, as in, 'The main point is to ...' and most candidates seemed to think that the only purpose verbs there are were 'show' and 'inform'.

A significant number of candidates were unable to identify appropriate organizational strategies and language techniques. Apart from a worrying number who simply summarized the extract in their essays, many were undone by the word 'organizational' and therefore offered that 'typography', 'paragraphing', 'commas', 'hyphens', 'use of sentences', 'introduction', and 'conclusion' were *ipso facto* organizational strategies. That many candidates also offered use of scientific-sounding data as a language technique but use of visual and auditory imagery as an organizational strategy indicated their confusion about the two concepts. Of concern was the overall weakness of candidates in linking the pieces of information to the writer's purpose or the effect on the audience.

For the writer's purpose, many candidates offered vague answers, like 'to show the cause and effect of...', and showed a clear need for more training in both discrimination between the notions 'specific' and 'general' and selection of more focused verbs of purpose. More generally, candidates need to more deeply study how different authors organize text to present messages and achieve particular purposes. They also need much more practice producing written commentary that is structured as a matter of course, along the lines of introduction, thematic development, coherence, cohesion, and conclusion.

Section B – Module 2

Question 2

This question came in three parts and required candidates to write an essay of not more than 500 words discussing (a) Eudora's social status and her attitude to language, (b) what Auntie Beatrice's attitude revealed about her perceived social 'superiority' and her attitude to language, and (c) the verbal and non-verbal conveyance of social tensions between the characters in a selected pair in an extract adapted from Merle Hodge's *Crick Crack Monkey*.

There were 14 215 responses and the mean score was 11.63 out of 25.

For Part (a), most candidates misunderstood the question and were unable to identify the character's social status or to locate the indicators of social status (her occupation, level of education, averting her eyes in deference to Auntie Beatrice etc.) in the passage. Many candidates pointed to Eudora's use of Creole and her refusal to speak 'proper English' as examples of her status without clarifying how these would apply. While many candidates observed that Eudora was proud of/comfortable with the Creole she spoke, many opined that she was ashamed of her language and believed it to be inferior to Standard English. It was obvious from the responses that candidates had learnt some terms by rote for example, *basilect*, *acrolect*, *mesolect* and were simply reproducing them – in most cases, inappropriately.

In responding to Part (b), many candidates stated that Auntie Beatrice perceived herself to be socially superior and had high status but, as in Part (a), far too many of them were unable to clearly state the indicators, for example, *she rebuked Eudora for using Creole, she used Standard English exclusively, and she despised the language of Grenadian people, etc.* Some candidates who showed knowledge of what was required had serious challenges expressing their ideas clearly and coherently in Standard English. Additionally, there were instances where candidates seemed to have misunderstood the roles of the characters in the extract and used the names Auntie Beatrice and Eudora interchangeably.

Part (c) was the most poorly done. While many candidates appeared to have understood the concept of tension/conflict and identified some of the behaviours that caused tension between Eudora and Auntie Beatrice and how these two characters reacted (Eudora using Creole deliberately to annoy Beatrice; Auntie Beatrice raising her voice and becoming hysterical when Carol mimicked Eudora and said 'frack'), they did not make distinctions between verbal and non-verbal conveyance of these tensions. Also, as in Part (a), terms candidates had memorized (*proxemics*, *paralinguistic*, etc.) were simply reproduced with no consideration for context. Many candidates discussed both pairs of characters but could only be awarded marks in relation to one pair, in keeping with what the question asked for.

With respect to organization, many candidates exhibited serious challenges in producing an essay with an introduction, well-developed body with paragraphs, and a conclusion. Consequently, at the macro level, most of the responses were structurally deficient while there was sparse and inconsistent use of transitional devices to achieve coherence between and within paragraphs. In some cases, where introductions and conclusions were attempted, they were ineffectively developed. Many candidates produced one extended paragraph while others produced discrete, unconnected responses to Parts (a), (b), and (c) of the question.

With regard to expression, many candidates showed that it was a struggle to (i) agree subjects with verbs, (ii) select the right tense, (iii) use tenses consistently, (iv) control complex syntax, (v) choose the right word, (vi) spell words correctly, (vii) punctuate correctly, and (viii) use the appropriate register/level of formality.

It was clear that composing an essay presented difficulty for numerous candidates. Teachers need to seek to hone both students' essay-writing knowledge and their essay-teaching skills. Emphasis should be placed on the structure of expository essays and on fundamental topics like (i) effectively introducing expository essays, (ii) expressing controlling ideas, (iii) stating the theme and constituent topics, (iv) illustrating a point, (v) ways of making a paragraph cohesive, (vi) making transitions from paragraph to paragraph, and (vii) effectively concluding expository essays.

Generally, candidates were awarded average scores. It was noted that several candidates did not attempt the question and that some who did so merely regurgitated and/or summarized the contents of the passage. A number of candidates dispensed with the requirements of the task and developed their own hypothetical situations, reflecting a misinterpretation of, or disengagement with the task.

In addition to essay-writing skills, candidates need to be guided in the application of the theoretical content of the module to authentic language/communication situations.

Section C – Module 3

Question 3

This question required that candidates read a scenario in which they are members of an Abstinence Club in a high school and have been asked to organize a campaign that would improve attendance at weekly meetings of the Club, and to write a proposal for an advertising campaign in an essay of approximately 500 words. Candidates were to include in the proposal (a) strategies they would use to attract students to club meetings and justification for these strategies, (b) language varieties and registers they considered appropriate, and (c) the information that they thought must be relayed during the campaign.

There were 14 163 responses and the mean score was 11.93 out of 25.

(a) Strategies and Justification

Most candidates demonstrated fair knowledge of the strategies proposed, but many failed to adequately discuss or justify their choices/decisions. A large number of candidates identified strategies that were neither appropriate nor applicable to the scenario given. Many of these

candidates did not show sufficient awareness of the context and hence could not properly defend the suitability of selected strategies in this connection.

(b) Language Varieties and Registers

Candidates performed poorly in this section of their responses, which indicated only cursory knowledge of varieties and registers. There was little application of this knowledge to fit the strategies employed in Part (a) of the question. Many candidates were content to provide only a general response indicating that they would use *all* the language varieties. This was also the case for registers. Many candidates were unable to correctly apply them to the strategies selected.

(c) Information to be Included in the Campaign

Many candidates misinterpreted this section of the question, providing instead information about abstinence and trivial or irrelevant information about the club such as time, place, and historical background.

Paper 031 – School-Based Assessment

Overall, there was improvement in the presentation of the portfolios this year. Most candidates selected themes that could be dealt with in a creative and imaginative manner. Although there were overworked themes like *Teenage Pregnancy*, these were fewer than in previous years. (A list of suggested topics is provided at the end of this section.)

The unnecessary use of profanity continued in too many literary pieces, and some candidates were of the mistaken view that abbreviations that are characteristic of text messaging were a replacement for Creole, and that use of Creole/Patois was acceptable in academic writing.

The Portfolio

Many candidates showed insight and creativity in the presentation of their theme of choice and there was less emphasis on the use of artwork to enhance the presentations.

The new syllabus requires candidates to pay special attention to the introduction and specific areas—theme and purpose, how the theme will be dealt with in the expository and reflective sections, as well as how the theme is related to them personally, academically and in their prospective field of work. Most were able to adequately comment on their future career but many did not clearly state the relationship to their academic and personal lives.

Another noteworthy recurring problem with the portfolios was the failure of many candidates to state a forum/context—for example, a magazine or dramatic production—in which they wished to share their information with their intended audience. In many instances, they treated context in the preface like the setting in which the incidents took place or, strangely, reasons why a particular genre was chosen to convey the message. Too many also provided an argumentative essay as a literary genre, which did not allow for analysis of the elements found in truer literary genres such stories, poems, monologues, plays, or even diaries.

Additionally, some candidates seemed unaware of changes to the Paper in the syllabus and included a rationale rather than a preface and therefore omitted information that would have improved their performance.

Too many schools seemed unaware of the new format and instead recorded the marks on the old moderation forms, which were no longer suitable. This required either adjustments on the forms themselves or entry of the marks on the new forms. It is suggested that schools acquire the appropriate forms in order to prevent a recurrence next year.

The Analytical Essay

Candidates, for the most part, were cognizant of the changes in the new syllabus and discussed two linguistic features. However, well-known general weaknesses in this area persisted. For example, many essays did not fully explain why the two features were used by the writers, and candidates gave definitions, rather than discussions supported by illustrations from the reflective piece presented.

Recommendations

- Teachers who are teaching the Communication Studies portfolio need to be aware of the changes in the syllabus. They must note the marking requirements, especially the criterion that half marks are not allowed. Teachers must use the updated form—which they can download—to enter marks.
- Teachers should also instruct their students in the use of appropriate formats for dialogue writing.
- Teachers should insist that their students carefully proofread their portfolios for Standard English grammar, punctuation, and spelling before final submission.
- With regard to medical topics, students should be encouraged to do their research carefully and provide accurate information.

List of suggested topics

1. The evolution of language in calypso music
2. The influence of foreign foods on Caribbean people
3. The psychological effects of acne on teenagers
4. The choosing of careers
5. Local vs foreign education
6. Flooding and its effects
7. Female role models
8. Fetishes
9. The expectation of teachers and its effects on teenagers

Paper 032 – Alternative to Internal Assessment

Although there was marked improvement in the performance of candidates on this year's paper compared with their performance in previous years, overall performance was still weak.

Section A – Module One

This question required candidates to (a) summarize in no more than 60 words the benefits of kissing in David E. Bratt's 2007 *Trinidad Guardian* article 'Nothing like kissing' and (b) write a point-form evaluation of the article discussing the reliability and validity of the author's arguments. The mean was 9.14 out of 20. Many candidates had great difficulty satisfying the demands of the question in all of its aspects—summarizing the benefits of kissing, evaluating the *reliability* of the arguments, the *validity* of the arguments, the strategies and devices as well identifying their effectiveness in a given discourse. This difficulty was compounded by severe weaknesses in expression and organization.

Section B – Module Two

This question required candidates to write an essay of no more than 300 words analysing the dialectal variation, attitudes to language, and communicative behaviours of an excerpt from Ninnie Seereeram's 'The New Teacher' in Neville and Undine Giuseppe's *Backfire*.

The mean was 9.89 out of 20. Many candidates were able to identify the required elements but were painfully challenged to discuss them in well-organized, well-written essays. The inability to compose was alarming.

Section C – Module Three

This question required candidates to write an essay in no more than 250 words discussing (a) the writer's central concerns, (b) the intended audience, (c) the writer's intention, and (d) three contexts in which it would be appropriate to deliver the text in respect of a passage adapted from 'Country in Great Danger' in Cecil Gray's *English for Life*.

The mean was 10.34 out of 20. It was the best done of the three questions on the paper but the performance of many candidates, as in the other two questions, left much to be desired in terms of expression and organization. In responding to Part (d), in particular, candidates did not quite understand that a 'context' refers to a communicative situation where pieces can be used, for example, newspaper article, a public rally, bulletins or an interview with a reporter.

Recommendations have been provided in the different sections of this report to help teachers improve their practice, and these should be associated with those given in the new syllabus. In particular, teachers are urged to expand their knowledge of the foci of the three modules by reading more intensively and extensively, devoting time for reflection on the new knowledge gained from such reading, and trying out new research-based methods of delivering their content.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®**

MAY/JUNE 2012

COMMUNICATION STUDIES

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GENERAL COMMENTS

Overall, candidates' performance in the 2012 Communications Studies examination continued to improve, with noticeably higher percentages earning Grades I and II; indeed, the percentage earning Grade I almost doubled that of 2011. The percentage of candidates achieving Grades I–V was approximately 95 per cent, following the pattern of the previous two years. Candidates improved their performance on Modules 2 and 3, with marked increases in the number of candidates achieving Grade I. They faltered on Module 1 however, where there was continuing decline in the percentage achieving Grade I.

There was appreciably better performance on Papers 01A and 02, with the respective means being noticeably greater than in 2011. Performance on Paper 031 held constant, while on Papers 01B and 032, it dropped – slightly, in the case of the former, and appreciably, in the case of the latter. (The drop in performance on Paper 01B partially explains the lower performance on Module 1 since that Paper covers only Module 1.)

DETAILED COMMENTS

Paper 01A – Short Answers

Section A – Module 1

Module 1 consisted of Questions 1 and 2, which were concerned with the research process. It tested candidates' knowledge of data collection methods, including the disadvantages of particular methods, and their ability to ensure validity of their data. The vast majority of candidates attempted both questions.

Question 1

The question came in three parts and was based on a scenario in which a Mr David Henry, the person in charge of discipline at Kingsman High School, was looking to research the reasons for students not doing homework. Part (a) asked candidates to identify two methods of data collection that Mr Henry could use for his research; Part (b) asked them to state one advantage and one disadvantage of the methods they had selected in Part (a); and Part (c) asked them to identify one activity Mr Henry could engage in to ensure validity of the data.

There were 14 270 responses and the mean score was 4.72 (out of 8).

For Part (a), stronger candidates were able to select two appropriate methods. Weaker candidates tended to just select any two methods without any thought as to whether these would have been suitable based on the scenario given. For example, many of them selected 'observation', but the scenario given ruled out that method completely. Also, weaker candidates had difficulty distinguishing between methods of collecting data (for example, questionnaires, interviews, observation, etc.) and research design (for example, case study).

In Part (b), stronger candidates provided appropriate advantages and disadvantages while weaker candidates tended to just select advantages and disadvantages from lists that had been memorized, without giving any consideration to the scenario; this resulted in inappropriate answers.

Part (c) presented the greatest challenge to candidates. It was obvious that many of them were not aware of the factors that may affect validity, and they confused validity with reliability. Teachers must make it clear to students that the scenario given is of utmost importance in the expected response. Candidates at

this level are expected to be able to apply knowledge and not simply regurgitate information. Also, at this level, candidates are expected to thoroughly familiarize themselves with the specialized vocabulary of the subject area.

Question 2

This question had three parts and was based on a scenario in which two students were discussing the sources for data and information in respect of research on teenage pregnancy which they were conducting for a Social Studies project. Part (a) asked candidates to identify a source of primary data and a source of both primary data and secondary information; Part (b) asked candidates to state how the sources identified in Part (a) (ii) might be useful to the research; and Part (c) asked candidates to identify two other sources from which the students might collect data for the research.

There were 14 262 responses and the mean score was 5.55 (out of 8).

For the most part, this question was well done but weaker candidates experienced great difficulty with Part (b), which required application of their knowledge.

Part (a) was well done, with the majority of the candidates scoring the maximum marks allocated. Those who scored under the maximum failed to distinguish between a source of only primary data and a source of both primary and secondary data.

Part (b) posed the greatest challenge for candidates, with weaker candidates supplying incomplete and/or general responses. For example, a weaker candidate would give a general answer such as ‘Actual interviews with teenage mothers would supply information from the teenagers themselves’ while a stronger candidate would be more specific and state something like *Interviews with teenage mothers would enable identification of support structures for the pregnant teenagers.*

Part (c) was the best done, with the majority of candidates scoring maximum marks. Candidates scoring under the maximum ignored the word *other* in the question and so identified teenage mothers as a possible source.

Section B – Module 2

This module consisted of Questions 3–6. Questions 3–4 tested candidates’ knowledge of issues related to the use of Creole and Standard Caribbean English; Question 5 tested their knowledge of forms of communication technology; and Question 6 tested their knowledge of register usage as well as their ability to evaluate speakers’ attitudes.

Generally, candidates demonstrated familiarity with the content targeted and performed reasonably well on the module. However, schools need to pay more attention to the exploration of the following areas: *linguistic features, register, and dialectal variety.*

Question 3

This question came in two parts and was based on an extract featuring the use of Creole and Caribbean Standard English. Part (a) asked candidates to give three examples of Creole structure that contrast with comparable Caribbean Standard English structures while Part (b) asked them to suggest two reasons why the writer might have used Creole in the extract.

There were 14 247 responses and the mean score was 5.61 (out of 7).

In Part (a), the majority of candidates responded well. However, too many candidates presented the general levels of language organization (for example, syntax, phonology, lexicon) without structures from the extract to illustrate them.

Teachers need to spend more time with their students on how to analyse what questions require, focusing on key task words. They should also ensure that they themselves are knowledgeable in the target areas.

For Part (b), there were numerous candidates that offered the barest of responses, resulting in low scores. Those candidates who scored full marks were able to (i) use the information which gave the source of the extract to determine the origin of the text; (ii) link the source of the extract with the writer's background; (iii) make a connection between the writer's choice of language and his intended audience and purpose; and (iv) recognize that writers use language both as a tool and as a subject.

Teachers are encouraged to provide students with ample opportunities to critically discuss the purposes of writing. This activity must be linked with the relationship between language choice and audience, context, and subject.

Question 4

This question came in two parts, with Part (a) asking candidates to identify challenges that native speakers of Creole might experience when learning Caribbean Standard English and Part (b) asking them to present an argument for and against the use of Creole in teaching.

There were 14 262 responses and the mean score was 5.76 (out of 8).

Part (a) saw a large variety of responses, many of which were vague and repetitive and, therefore, did not earn full marks. The candidates who were able to score full marks were those who did the following:

- Listed the features of language and provided a contrastive analysis in respect of each feature;
- Gave discrete and logical examples of these features;
- Associated the social factors that sometimes affect Creole speakers in their attempt to use/learn a standard language.

Teachers should teach this aspect of the syllabus by having their students examine the different ways that speakers of Creole can be affected. These include their ability to read, speak, and write the standard forms.

In Part (b), many candidates ignored the instruction to focus on the use of Creole *in teaching* and instead gave generic responses on the use of Creole in society, linking Creole with culture, history, and ancestral ties, but not mentioning how it could enhance learning. For the most part, candidates scored full marks for arguments against Creole use, especially in discussion of the pejorative terms and stereotypical attitudes associated with Creole languages.

Question 5

This question came in three parts and was based on a dialogue between a father and his son Barry on the latter's taste in song. Part (a) asked candidates to suggest a reason why Barry understood a song while his father did not; Part (b) asked for two forms of communication technology Barry could use in a speech to parents to persuade them to listen to dancehall music; and Part (c) asked for an explanation of the suitability of the forms of communication in Part (b).

There were 14 266 responses and the mean score was 6.06 (out of 8).

Most candidates performed well on this question, as the mean shows.

Question 6

This question had three parts and was based on a scenario in which a caller to a fashion boutique was displeased at the speech and attitude of the clerk who answered. Part (a) asked candidates to give a reason for the caller's displeasure; Part (b) asked them to suggest alternative responses from the clerk that would elicit a favourable reaction from the caller; and Part (c) asked them to assume the role of the clerk's supervisor and give a suggestion for improving communication between employees and customers.

There were 14 271 responses and the mean score was 6.21 (out of 7).

This was the best done of the questions in the module.

Section C – Module 3

This module consisted of Questions 7–10. Questions 7–8 tested candidates' ability to plan a presentation for effective communication, using elements and types of both verbal and non-verbal communication; Question 9 tested their knowledge of the order of the stages of communication as well as their ability to explain and interpret the meanings of speakers in a communication context; and Question 10 tested their knowledge of information and communication technologies as well as the purposes for which they are used.

Question 7

This question came in three parts and was based on a scenario in which candidates were asked to assume the role of an advertising executive who was about to plan a presentation to a group of CAPE Communication Studies students on the advantages and limitations of advertising. Part (a) asked candidates to list two elements of the communication process, other than the medium, which they should consider in planning the presentation; Part (b) asked them to state a reason why the medium was an important element to consider in planning the presentation; and Part (c) asked them to anticipate that their message might not be clear enough to some members of the audience and, accordingly, to state two ways in which they would deal with the barrier.

There were 14 225 responses and the mean score was 4.94 (out of 8).

In Part (a), many candidates were unable to distinguish between elements of the communication process and the steps of that process, and did not read the instructions carefully hence they identified *medium* although instructed to exclude it.

Part (b) was done quite well by most candidates, with the very weak offering a definition rather than a reason. Part (c) was the most challenging for candidates, with too many of them treating *barrier* as mostly physical.

Question 8

This question came in three parts and was based on the same scenario as Question 7. Part (a) asked candidates to identify three types of non-verbal communication, other than graphics, that they would take into account in preparing their presentation; Part (b) asked them to describe a form of graphics they would use in their presentation; and Part (c) asked them to give a reason why they would use that form of graphics.

There were 14 169 responses and the mean score was 4.35 (out of 7).

For Part (a), many candidates interpreted the question fairly well while others gave examples rather than types of non-verbal communication.

In Part (b), many candidates did not understand the term *graphics* and so did not describe the form of graphics that they would use in their presentation or give a reason for using it; instead, they named the form of graphic.

For Part (c), those candidates who did not do well erred in their focus, choosing to provide a reason for the presentation rather than for their use of a form of graphics.

Question 9

This question had three parts and was based on a scenario in which a class misunderstood a question asked by a teacher. Part (a) asked candidates to identify the stages between which the students' interpretations occur; Part (b) asked them to suggest two reasons why the teacher thought they had not listened to her; and Part (c) asked them to give the purpose for one of the teacher's comments.

There were 14 180 responses and the mean score for this question was 4.64 (out of 8).

In Part (a), most candidates were able to identify at least one of the two stages required, usually the teacher's feedback. Interestingly, a small number of candidates wrote either numbers to represent the stages, or both numbers and their ostensible stages.

For Part (b), the majority of candidates performed quite well while others provided vague or general statements and not the (specific) reasons asked for. Weaker candidates either had only one full response of the two required or gave two full responses worded differently, but conveying the same point.

In Part (c), stronger candidates were rewarded for responses that indicated either the notion of students' misinterpretation or their lack of attention as the purpose for the teacher's comment. Weaker candidates based their answers on the emotional state of the teacher, stating that, for example, 'she shouted', or 'she was frustrated', or 'she was angry'.

Question 10

This question came in two parts and was based on a scenario in which a Communication Studies teacher intended to shift to more up-to-date information and communication technologies. Part (a) asked candidates to suggest three examples of more up-to-date information and communication technology while Part (b) asked them to give a purpose for which the teacher might use each of the examples suggested in Part (a).

There were 14 021 responses and the mean score was 4.33 (out of 7).

In Part (a), candidates generally did well, scoring at least two of the three marks. Weaker candidates clearly ignored the scenario as they gave responses such as ‘projector’ and ‘slide shows’, which the scenario indicated would be replaced by more up-to-date technologies. In some instances, general responses such as ‘social networks’ and ‘internet facilities’ were given.

For Part (b), many candidates were challenged to provide purposes for which the teacher might use the technologies focusing instead on student use of technologies or benefits to be derived from using them, and providing incomplete answers.

Paper 01B – Aural Comprehension

This paper was based only on Module 1 objectives and consisted of four questions related to a passage for listening comprehension. Generally, it was poorly done.

Question 1

This question asked candidates to state the writer’s main purpose in no more than 25 words. There were 14 273 responses and the mean score was 0.75 (out of 3).

The examiners expected good answers to recognize the end/beginning of a phase in a young man’s life reflected in the stillness of converging circumstances. Many students were able to score at least a mark on the question, but far too many provided unusual responses like ‘...a baby spending the first year of his life on a jetty’, ‘...a funeral occurring’, or ‘...a tsunami approaching to destroy a city’. Many candidates also ill-advisedly expressed their answer as a purposive statement: ‘The writer’s main purpose is to show/tell/describe/explain...’; they are advised to use phrases like the following in the stem of their answers: *is about*, *deals with* or *is that*. Very weak candidates saw the passage as a purely descriptive one about a beach scene, without any reference to the end/beginning of a phase in someone’s life.

Question 2

This question required candidates to identify four pieces of evidence that they used to identify the main purpose.

There were 14 248 responses and the mean score was 3.08 (out of 4).

As usual, it was the best done of the questions. Many candidates were able to score full marks on this question, but a troubling number offered general statements or detailed explanatory statements or rhetorical devices. A few candidates also ignored the explicit connection between Question 1 and this question, so their responses were totally divorced from their response in that question.

Teachers should emphasize the need to extract specific details from the passage in relation to the previous question, and students should make every effort to differentiate their details and avoid repetition, either in quoted or paraphrased form, across the answers provided.

Question 3

This question came in two parts, with Part (a) requiring candidates to identify two literary devices used in the passage and Part (b) requiring them to give an example of each of the devices identified in Part (a). There were 14 273 responses and the mean score was 3.00 (out of 4).

Many candidates were able to satisfy the requirements of the first part of the question but were unable to provide examples to support their responses. Far too many candidates continue to identify ‘description’ and other discourse types as literary devices. Candidates are also listing ‘imagery’ as a device, which is not acceptable; qualifying the type of imagery (for example, *visual*, *auditory*, *olfactory*) is, however. Additionally, some candidates produced their own examples (for example, ‘Bob Marley is the Michael Jordan of reggae music’). Some candidates confused simile and metaphor, and paradox and oxymoron.

Teachers should research and compile an extensive list of devices complete with examples so as to reduce the incidence of candidates giving ‘adjectives’ and ‘description’ as possible devices.

Question 4

The question asked candidates to comment on the effectiveness of the device used in each of the examples given for Question 3 (b).

There were 14 211 responses and the mean score was 0.50 (out of 4).

Most candidates were severely challenged by this question. Instead of discussing the device as used in the passage, they merely defined it or explained it in terms of what it was basically used to do, as, for example, in ‘The simile was effective because it compared the jetty’s posts to black sentinels’. Many of them also had problems making the link between the use of the devices and the main idea, as well as expressing effectiveness in terms of the purpose of the writer and the desired appeal.

This question, more than any other, brought out candidates’ weaknesses in vocabulary and listening skills. Words that seemed unfamiliar to them included *jetty*, *sentinels*, and *hung*.

Recommendations

- There should be more intensive practice in listening comprehension exercises in preparation for the examination. Teachers should discuss with students the requirements of the various questions during these preparatory sessions.
- For Question 2, even though paraphrasing is allowed, teachers should emphasize the need to quote specific details from the passage, which would assist students in identifying examples of the devices and discussing the effectiveness of their use in the quoted examples.
- Far more careful focus needs to be placed on the study of the effective use of literary devices.

Paper 02 – Essays

Paper 02 consisted of three questions – one per module.

Section A – Module 1

Question 1

The question came in two parts, with Part (a) requiring candidates to, in no more than 30 words, state the main point of a passage adapted from the website <http://www.physorg.com/news10031.html>, and Part (b) requiring them to write an essay of no more than 500 words, stating the writer’s purpose, discussing three organizational strategies and three language techniques used to achieve the purpose, and evaluating the validity of the information presented.

There were 14 251 responses and the mean score was 11.48 (out of 25) as compared to 10.66 in 2011.

Candidates' overall performance continues to be fair, with the better candidates demonstrating competence in all the components of the question. Weaker candidates struggled with (i) identification of the problem and purpose, (ii) differentiation of language techniques and organizational strategies, (iii) expression generally, and (iv) evaluation of the information provided. Vague answers abounded, and numerous candidates did not know how to organize their ideas and information in a coherent manner or how to discuss how particular language techniques and organizational strategies were used to achieve the writer's purpose.

As has been recommended in previous years, candidates need to (i) more deeply study how different authors organize text to present messages and achieve particular purposes, and (ii) regularly practise producing written commentary that is structured as a matter of course along the lines of introduction, thematic development, coherence, cohesion and conclusion. It goes without saying that they need to keep increasing their stock of vocabulary and improving their control of the grammar and mechanics of academic English.

Section B – Module 2

Question 2

The question required candidates to write an essay of no more than 500 words on a passage adapted from Samuel Selvon's *The Lonely Londoners*, discussing the use of language, with a focus on (i) the varieties of language used by Harris and Five and what they reveal about each character, and (ii) what they noticed in the relationship between Harris' verbal and non-verbal communication and his character.

There were 14 211 responses and the mean score was 11.37 (out of 25), which was similar to the 2011 mean (11.63).

For Part (i), stronger candidates were able to identify the language variety used by Harris (Standard British English) and Five (Trinidadian Creole) in the passage, and make the relevant associations between the characters' personas and the language they used; they were also able to correctly identify and comment on the characters' use of language. Weaker candidates used terms like 'acrolect', 'basilect', and 'dialect' without due regard for context, suggesting they had merely memorized the terms.

Part (ii) was less successfully handled by candidates. Stronger candidates were able to provide reasonably intelligent discussion on the relationship between Harris' character and his verbal and non-verbal communication, but weaker ones merely repeated incidents from the passage without any attempt at meaningful analysis.

Several candidates did not attempt the question while others either summarized the passage or regurgitated bits and pieces of its content in short, inadequate responses. Some candidates had apparently been prepared for a question that required a video representation and discussion of dialectal variation, and they responded to such a question, reflecting a disengagement with the actual task.

With respect to organization, many candidates were challenged to produce an essay with an introduction, well-developed body paragraphs, and a conclusion. Too many of the responses were structurally deficient, and there was sparse and inconsistent use of transitional devices to achieve coherence and cohesion. In some cases where introductions and/or conclusions were attempted, they were ineffectively developed. Some candidates merely produced one extended paragraph.

With regard to expression, many candidates showed that it was a struggle to (i) agree subjects with verbs, (ii) select the right tense, (iii) use tenses consistently, (iv) control complex syntax, (v) choose the right word, (vi) spell words correctly, (vii) punctuate correctly, and (viii) use the appropriate register/level of formality.

It was clear that composing an essay continues to be difficult for numerous students. Accordingly, it is recommended that teachers seek to hone their essay-teaching skills and place emphasis on the structure of expository essays and on fundamental topics like (i) effectively introducing expository essays, (ii) expressing controlling ideas, (iii) stating the theme and constituent topics, (iv) illustrating a point, (v) making a paragraph cohesive, (vi) making transitions from paragraph to paragraph, (vii) effectively concluding expository essays, and (viii) applying theoretical content in the module to authentic language/communication situations.

Section C – Module 3

Question 3

This question asked candidates to write an essay of no more than 500 words based on a scenario in which their community had decided to host a Family Day and the candidate was selected to serve as Public Relations Officer with substantial funds to promote the event, targeting adolescents. The essay had to include the plan of action the candidate proposed to undertake to promote the event, and the plan itself had to include (i) three strategies for reaching adolescents in the community and one way of achieving each strategy, (ii) language registers and varieties that would be considered appropriate; and (iii) how the candidate's knowledge of the process of communication would help him or her to conduct a successful promotion.

There were 14 159 responses and the mean score was 13.24 (out of 25). It was the best-done of the three questions.

Stronger candidates excelled in content, organization and expression. Weaker candidates fell into three general groups: those weak in content but strong in organization and expression; those strong in content but weak in organisation and expression; and those weak in all three areas. Some of the weaker candidates also misinterpreted the question, providing speeches, drawings of flyers and banners, and examples of messages in lieu of, or in addition to, the essay. In respect of Part (i), some could not distinguish between *strategy* and *way* and provided, in some cases, literary devices and persuasive techniques as strategies. For Part (ii), some confused *register* and *variety* and used terms like 'basilect', 'mesolect', and 'Creole' without any clear sense of their meanings. Part (iii) was the easiest for the candidates, but many of them simply listed the steps in the communication process rather than discussing how knowledge of such steps would help them in the promotion.

It is recommended that candidates spend more time on the following: (i) the organization, grammar, and mechanics of their essay writing; (ii) the use of technology in communication; (iii) different ways of advertising and promoting events; and (iv) the use of appropriate language varieties and strategies in such advertisements and promotions.

Paper 031 – School-Based Assessment

The Portfolio

The School-Based Assessment requires candidates to compile a portfolio on a theme organized under the sections: General Introduction, Exposition, Reflection, and Analysis. The General Introduction should identify the theme and the purpose for selecting it and show its relation to the student's personal, academic, and work interests. The Exposition, which is not assessed by CXC examiners, is orally presented and examined and should treat a topic of current interest. The Reflection should consist of a sample of original work created by the student in relation to the theme and covering one literary genre, and should include a Preface specifying the purpose, intended audience, and context. Under Analysis, the student is required to analyse the sample provided under Reflection, addressing any two of the following: registers, dialectal variation, attitudes to language, and communicative behaviours. A sample of assignments from each participating school is re-assessed by CXC examiners who may adjust the marks awarded by teachers in the samples.

In many instances, the CXC examiners' marks differed significantly from those of the teachers.

General Introduction

Weaker candidates failed to show (i) how the theme was treated in the Reflection sample; (ii) what aspects of it were discussed in the Exposition task; and (iii) how it related to their academic, work-related, and personal interests.

Reflection

Overall, highly creditable creative pieces were produced by students, who interpreted the selected theme quite effectively and, in some cases, with refreshing uniqueness. Weaker students failed to (i) provide the required particulars of the Preface; (ii) highlight the theme selected in their creative pieces; (iii) choose themes that either lent themselves to creative development or reflected the genre selected; and (iv) understand the meaning of *context*, seeing it as circumstances or an environment in which the piece was written instead of a situation or forum (for example, magazine, play) in which it could be shared; and (vi) write clearly and concisely.

Analysis

Students should have included in their reflective pieces two of the features they intended to analyse since, without them, they could hardly provide meaningful discussion. While there were students who were able to provide good discussions, defining and linking the features to the communication of the theme, too many students continued to display a general weakness in their presentation even though the features to be discussed have been reduced from four to two. Some students were still only able to define the features and reproduce their class notes, but not to apply them by stating why the features chosen were included in the creative piece or how they contributed to the development of the theme. Some students also provided analyses that were more literary than linguistic.

General Observations

- As previously mentioned, teacher marking did not strictly enough follow the marking guidelines — to the students' disadvantage.
- Although students are required to provide a brief overview of the theme, too much information was included, limiting their ability to adequately discuss the other areas.

- A bibliography should be provided by the students — in part, to indicate that students used sources to support their statements.
- Students included a lot of profane language in their reflective pieces. They should be helped to see that this is not only distasteful but also unnecessary.

Paper 032 – Alternative to School-Based Assessment

Paper 032 consisted of three questions – one per module. Performance on it continues to be weak.

Section A – Module 1

Question 1

This question required candidates to imagine themselves as researchers who were doing research on major developments in science and technology and who had come across the article ‘Connections’ in the textbook *Mastering CXC English* by Clive Borely and Hollis Knight, and to (i) summarize the article in no more than 60 words, and (ii) to write, in no more than 150 words, an evaluation of the article that explored the validity of the information.

There were 119 responses and the mean was 6.32 (out of 20).

The question was poorly done, with few candidates able to respond appropriately — for reasons detailed in previous reports. Most candidates’ response showed a lack of awareness of the demands of the syllabus, the format of the question and, in particular, what it means to evaluate information to determine its validity.

This difficulty was compounded by severe weaknesses in expression and organization.

Section B – Module 2

Question 2

This question required candidates to write an essay of no more than 300 words analysing (i) dialectal variation, (ii) communicative behaviours, and (iii) use of register in an excerpt from Samuel Selvon’s ‘Working the Transport’ adapted from *Ways of Sunlight*.

There were 118 responses and the mean was 6.81 (out of 20).

The question was also poorly done. Most students struggled to explain and provide evidence for the different categories, and they made no distinction between *dialect* and *creole*. Their inability to compose was very evident.

Section C – Module Three

Question 3

This question required candidates to, on an extract from ‘Brooklyn Crush’ by Kelly Magnus in *Caribbean Beat* (September/October, 2005), write an essay of no more than 250 words discussing (i) the writer’s intended audience, (ii) the writer’s purpose, (iii) how the writer engages the audience, and (iv) two contexts other than the printed word that would be suitable for the extract.

There were 117 responses and the mean was 8.04 (out of 20).

This was candidates' best question, but they were generally ill-prepared to respond to it, demonstrating incompetence in providing content for each of the categories, as well as in organizing and expressing whatever ideas they had. As previously mentioned, students were not familiar with either the demands of the syllabus or the format of the question.

Conclusion

Recommendations have been provided in the different sections of this report to help teachers improve their practice, and these should be associated with those given in the new syllabus. In particular, teachers are urged to expand their knowledge of the foci of the three modules by reading more intensively and extensively, devoting time for reflection on the new knowledge gained from such reading, and trying out new research-based methods of delivering their content.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®**

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COMMUNICATION STUDIES

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GENERAL COMMENTS

Communication Studies is a three-module, five-paper subject. The three modules are: Gathering and Processing of Information (Module 1), Language and Community (Module 2), and Speaking and Writing (Module 3). The five papers are: Short Answers (Paper 01A), Aural Comprehension (Paper 01B), Essays (Paper 02), School-Based Assessment (Paper 031), and Alternative to School-Based Assessment (Paper 032).

Overall, candidates' performance in the 2013 Communications Studies examination was comparable to performance in 2012, with approximately 97 per cent of the candidates achieving Grades I–V, 49 per cent achieving Grades I–II, and 22 per cent Grade I.

With respect to module performance for Grades I–V, Modules 1 and 2 were comparable as well — 92.45 per cent and 95.23 per cent in 2012 versus 94.60 per cent and 95.01 per cent in 2013 respectively — but performance on Module 3 improved noticeably from 93 per cent to 98 per cent. Module 3 was clearly the star performer, with roughly 45 per cent of the candidates achieving Grade I, compared with roughly 12 per cent and 24 per cent for Modules 1 and 2 respectively. When Grades I and II are combined, the approximate percentages are 31 for Module 1, 48 for Module 2, and 70 for Module 3. Module 1 therefore continued to do relatively poorly.

All the papers except Paper 02 showed very modest improvements in performance.

DETAILED COMMENTS

Paper 01A – Short Answers

This paper consisted of ten questions distributed among three modules as follows: two on Module 1 and four each on Modules 2 and 3.

Section A – Module 1

Module 1 consisted of Questions 1 and 2, which were concerned with the research process. It presented the candidates with a situation on which they were required to answer questions relating to data gathering methods, strengths and weaknesses of such methods, the value of secondary data, sources of data, and possible research findings.

Question 1

Questions 1 and 2 were based on a situation in which a group of sixth-form students decided to investigate the increasing use of alcohol and cigarettes among students aged 13 to 18 at their school; they were particularly interested in finding out which gender was affected more. Question 1 came in three parts, with Part (a) asking them to identify two methods the researcher could use to gather data, Part (b) to state one strength and one weakness of each of the methods identified, and Part (c) to suggest a reason why they could use a related article found on the Internet.

There were 14, 236 responses and the mean score was 6.59 (out of 8). Eighty-two per cent of the candidates achieved the mean.

Candidates generally did not have a problem with the question. However, the following observations must be made.

- For Part (a), weaker candidates provided types of research rather than the appropriate data collection methods.
- In Part (b), weaker candidates provided clearly memorized advantages and disadvantages without paying attention to their appropriateness vis-à-vis the given scenario.
- Part (c) presented the greatest challenge to candidates. There was a clear tendency to regurgitate notes rather than apply knowledge. Many candidates did not score full marks because they could not say why the information in a secondary source could be useful.

Teachers are encouraged to focus more on teaching their students how to apply and explain their knowledge.

Question 2

The question had two parts. Part (a) asked candidates to name three sources, other than the students, from whom the researchers could elicit information about the increasing use of alcohol and cigarettes, while Part (b) asked them to suggest two possible findings from their research.

There were 14, 226 responses and the mean score was 4.79 (out of 7). Sixty-seven per cent of the candidates achieved the mean.

Many candidates had a problem with giving specific answers. For example, they offered the very general sources such as ‘Internet’ when the question was seeking something more specific, such as ‘website’. Further, for possible findings, they offered general answers such as “the reason why students smoke” instead of more specific answers such as *Students smoked because they were stressed* and *14-year-old male students drank the most alcohol at school in the target group*. Specificity is preferable to generalization where these kinds of questions are concerned.

Section B – Module 2

This module consisted of Questions 3–6. Questions 3–4 tested candidates’ knowledge of issues related to the use of Creole and Standard Caribbean English; Question 5 tested their knowledge of attitudes to language and their ability to evaluate language; and Question 6 tested their knowledge of, and ability to evaluate different forms of communication.

Question 3

This question had three parts and was based on a scenario in which two vagrants were discussing voting in an upcoming election. Part (a) asked candidates to identify the language spoken in the dialogue, Part (b) to give two linguistic features in the language of the dialogue that

differentiated it from Standard English, and Part (c) to state two reasons why the language used in the scenario might not be considered acceptable in a lecture on “The Rights of the Voter”.

There were 14, 236 responses and the mean score was 3.55 (out of 7). Fifty-one per cent of the candidates achieved the mean.

Too many candidates performed poorly on Parts (b) and (c). For Part (b), they lost marks for failing to characterize the linguistic features or, alternatively, link an example of a structure from the scenario with a characterization of the linguistic feature. They preferred to merely provide examples of features. A large number of them also provided two examples of the same linguistic feature or general examples rather than those available in the scenario.

In Part (c), a number of candidates also lost marks for answers that claimed that Creole was (uniquely) associated with the lower class and would not be understood. Many candidates also misunderstood the question and gave answers that spoke to the vagrants themselves, who some of them thought should be given the right to vote.

Students need to become more familiar with both the jargon/terminology associated with the module and ways of reasoning about language use.

Question 4

This question had three parts, with Part (a) asking candidates to state three features of a language, Part (b) to list two purposes of language besides directing, and Part (c) to give the Creole language of a named Caribbean territory.

There were 14, 230 responses and the mean score was 5.29 (out of 8). Sixty-six per cent of the candidates achieved the mean.

Performance on the question was below expectations. For Part (a), many candidates confused ‘feature’ with ‘purpose’. In Part (b), too many candidates could not provide purposes or could not state them properly or clearly. For Part (c), many candidates could not name the Creole language of their territory, giving answers like ‘Standard Creole English’, ‘English Lexicon’, ‘Basilect’, ‘Mesolect’, ‘slang’, and ‘jargon’; indeed, some of them could not spell ‘Creole’ and ‘Patwa/Patois’. In Part (c) (ii) (which sought a factor that influenced the evolution of the Creole), too many answers were inadequate or partial or too general.

There is need for the sustained engagement of students with a theme such as “the Language Situation in the Caribbean” and, particularly, the local and unofficial varieties, what led to the varieties being spoken in these territories, and their contribution to the language situation. There is also a need for candidates to read the questions carefully before providing answers.

Question 5

This question was based on a comic strip in which a passer-by had opinions on the conversation of two different groups of people. It had two parts, with Part (a) requiring candidates to state the

passer-by's attitude to the first group of people and give two reasons that might explain the attitude, and Part (b) asking them to explain what the passer-by meant by the adjectives he used to describe the two groups.

There were 14, 233 responses and the mean score was 3.29 (out of 7). Forty-seven per cent of the candidates achieved the mean.

Performance on the question was below what was expected. For Part (a), too many candidates offered answers, such as 'negative attitude,' which were too vague and earned them no mark, as well as irrelevant or inaccurate reasons such as "He may not understand the language" or "They were making fun of the passer-by," which earned them no mark either. Some of the expected responses are: *He considers his values (moral, social) to be better than theirs; He is of a different generation than theirs; His culture is different from theirs.*

Many candidates handled Part (b) very well. Those candidates who chose 'dirty' as their adjective got full marks for their explanation, for the most part. However, many candidates who chose 'clean' only scored half the marks because they only explained one of the possible meanings to the word ('baldheaded') and not another possible meaning 'morally clean'.

Question 6

This question was based on an illustration in which a scale was fleeing from an overweight person. It had two parts, with Part (a) asking candidates to give two reasons why the message in the illustration might successfully reach the public, and Part (b) asking them both to suggest two technological devices that could be used to sensitize teenagers about obesity in the society and to explain how they would use one of the devices to convey the message of the illustration.

There were 14, 220 responses and the mean score was 5.87 (out of 8). Seven-three per cent of the candidates achieved the mean.

Candidates did much better on this question than on the previous one. For the most part, they showed that they understood what the question required. However, there were instances where they failed to come up with the answers required for full marks.

For Parts (a) (i) and (ii), some candidates were unable to formulate possible *reasons why the illustration might successfully reach the public*. Many candidates gave non-reasons such as "*If the scale is running it is time to lose weight*". Expected answers include: *The message is straightforward and simple; Perspective and humour are used to convey the message.*

Part (b) was very well done. Most candidates were able to score full marks for both parts of question. However, for Part (b), those who did not know the answer, either tried to explain an incorrect device or did not explain how they would use a correct device. Expected answers include: *Radio — have an interview with a popular artiste; Television — have a short play on the effects of obesity or a public service announcement; Cellphone — send a message via BBM and other message apps like whatsapp.*

Section C – Module 3

This module consisted of Questions 7–10. Questions 7–8 were both scenario-based and tested candidates' knowledge of, and ability to evaluate elements and forms of communication, as well as differences between verbal and non-verbal communication, Questions 9–10 were also scenario-based, but they tested candidates' knowledge of, and ability to evaluate mediums of communication and their use.

Question 7

This question was based on a scenario in which the minister of health decided to visit a rural area badly affected by flooding to address the community on the precautions they need to take to guard against diseases. Candidates in their role as communication specialists were to write the Minister's speech. The question had three parts, with Part (a) asking candidates to state three elements of the communication process that they would need to consider before beginning to write the speech, Part (b) requiring them to name two other forms of communication, apart from a speech, that the minister could use to convey his message, and Part (c) asking that they give one reason why one of the forms of communication might be more effective in creating interest.

There were 14, 214 responses and the mean score was 4.79 (out of 7). Sixty-eight per cent of the candidates achieved the mean.

Performance on the question was just about average. Some candidates confused the concepts 'element' and 'process', as well as the concepts 'form of communication' and 'type of communication'. They also failed to comment on the effectiveness of the form of communication named in Part (b); instead, they provided a purpose.

Question 8

This question was based on a scenario in which a student who had recently been transferred to a school sat by herself at the back of the class and did not seek to interact with her new classmates. It had three parts, with Part (a) asking candidates to suggest a possible interpretation of the new student's non-verbal behaviour, Part (b) requiring them to state two types of non-verbal communication that the class could use to make the new student feel welcome, and Part (c) asking them write two statements that could have the same effect as the types of non-verbal communication provided.

There were 14, 219 responses and the mean score was 6.14 (out of 8). Seventy-seven per cent of the candidates achieved the mean.

The question was well done. However, many candidates faltered on the types of non-verbal communication and, for Part (c), used non-verbal behaviours as answers.

Question 9

This question was based on a scenario in which a school's hibiscus plants were being destroyed by the mealy bug and the school's agricultural club embarking on a project to alert the students, staff, and community about the effects of the infestation and some of the preventative measures they could take. The question had two parts, with Part (a) asking candidates to suggest three mediums that could help convey the club's message effectively and Part (b) asking them to explain why two of the mediums would be effective.

There were 14, 171 responses and the mean score was 5.84 (out of 7). Eighty-three per cent of the candidates achieved the mean.

The question was well done. Most candidates identified three appropriate mediums and therefore scored full marks for the question. Other candidates gave mediums that were not relevant to the scenario or gave general categories of mediums, for example, electronic, print, visual, etc. Many candidates gave responses that were specific to one of the groups mentioned, which was good.

Question 10

This question was based on a situation in which a girl sent a text message to her grandfather, using linguistic shortcuts, and did not get a response. It had three parts, with Part (a) asking candidates to give two possible barriers to communication, Part (b) requiring that they suggest a way to facilitate communication between both parties, and Part (c) asking them to give either a verbal or non-verbal form of communication by which the grandfather could express a lack of understanding.

There were 14,189 responses and the mean score was 6.03 (out of 8). Seventy-five per cent of the candidates achieved the mean.

The question was well done, but it must be observed that for Part (a), too many candidates provided general barriers, for example, physical, psychological, etc., rather than ones specific to the scenario.

Paper 01B – Aural Comprehension

This paper was based only on Module 1 objectives and consisted of four questions based on a passage for listening comprehension.

Question 1

This question asked candidates to state the writer's main idea in a sentence of no more than 30 words.

There were 14, 222 responses and the mean score was 1.04 (out of 3). Thirty-five per cent of the candidates achieved the mean.

Performance on the paper was below what was expected.

The examiners expected good answers to recognize the different stages, moods or phases of the river. Many candidates were able to score at least a mark on the question, but far too many provided vague and general responses like ‘...pollution can destroy the beauty of (the) natural environment’; ‘...how the water flows and what it passes through before it reaches the Northern Range’. Many candidates continued the bad practice of expressing their answer as a purposive statement: ‘...to describe/explain the effects of pollution on the rivers...’ Very weak candidates focused only on one element of the main idea, for example, pollution.

Teachers are advised to give students practice in using phrases like the following in the stem of their answers: *is about*, *deals with* or *is that*.

Question 2

The question required candidates to list four details from the passage that assisted them in identifying the main idea.

There were 14, 219 responses and the mean score was 2.75 (out of 4). Sixty-nine per cent of the candidates achieved the mean.

This question was well done even though many of the candidates who did well on it did poorly on Question 1. Many candidates were able to score full marks on this question. A superior response recognized that each detail had to be related to a specific stage, mood or phase of the river. Candidates lost marks if they chose two or more details from the same stage, for example, ‘overflows its banks’ and ‘made roads impossible to cross’. As has happened in the past, too many candidates commented on the author’s methodology rather than providing the details from the passage. Responses in this category include the following: ‘the elaborate descriptions of the streams’ and ‘the tonality of the writer’. Other inadequate answers were ‘the odd movement of the river after pollution’ and ‘the effect of the water when it was polluted’, which failed to capture the idea of stages, moods, and phases.

Teachers should emphasize to students the need to extract specific details from the passage in relation to the writer’s main point and then to generalize these points in the summarization.

Question 3

This question had two parts, with Part (a) requiring candidates to identify two literary devices used by the author, and Part (b) requiring them to give an example of each of the devices identified in Part (a).

There were 14, 220 responses and the mean score was 3.40 (out of 4). Eighty-five (85) per cent of the candidates achieved the mean.

This question was handled best by candidates. Most of them correctly identified the literary devices and gave suitable examples of them. The more knowledgeable candidates provided

devices such as anthropomorphism and transferred epithet. However, far too many provided, as literary devices, parts of speech (adjectives), discourse types (description/descriptive writing), and totally unrelated devices like onomatopoeia. Others were able to identify a device but were unable to provide the requisite examples. A few candidates continued to select examples from their classroom experience rather than from the passage.

We reiterate the suggestion that teachers should compile an extensive list of devices complete with examples and a brief comment on their functions so as to reduce the incidence of candidates writing arbitrary responses to this question. We also advise candidates to desist from listing ‘imagery’ as a device without qualifying the type of imagery (for example, visual, auditory, olfactory).

Question 4

The question asked candidates to comment on the effectiveness of each of the two devices they identified in Question 3(a).

There were 14, 213 responses and the mean score was 1.00 (out of 4). Twenty-five per cent of the candidates achieved the mean.

Not surprisingly, the question was poorly done. It continues to be the most challenging question for candidates, who are still struggling with the task of expressing the effectiveness of (examples of) literary devices. This question, more than any other, brought out weaknesses in candidates’ combining the skills of listening, comprehension and expression.

Teachers should emphasize that the process involved in analysing effectiveness consists of two steps: (i) explicitly stating what the device does in the given context (for example, the metaphor *they become dustbins* compares the people’s dumping garbage into the river to the way they dump trash in garbage receptacles), and (ii) making a link between the comparison and the writer’s main idea and/or purpose, or indicating that a particular condition or state of affairs is being highlighted.

Other Recommendations

- There should be more intensive practice in listening comprehension exercises in preparation for the examination. Teachers should discuss with students the requirements of the various questions during these preparatory sessions.
- Many candidates indicated on the examination script that they were unable to hear the passage clearly. Schools should therefore consider using a sound amplification system as well as an articulate reader.
- For Question 2, even though paraphrasing is allowed, teachers should emphasize the need to quote specific details from the passage, which would assist students in identifying examples of the devices and discussing the effectiveness of their use in the quoted examples.
- Far more careful focus needs to be placed on the study of the effective use of literary devices.

Paper 02 – Essays

Paper 02 consisted of three questions – one per module.

Section A – Module 1

Question 1

The question had two parts, with Part (a) requiring candidates to state the main point of an adapted passage and Part (b) requiring them to write an essay of no more than 500 words discussing the writer's purpose, organizational strategies, language techniques and tone.

There were 14, 233 responses and the mean score was 9.88 (out of 25). Forty per cent of the candidates achieved the mean.

Performance on this question was the lowest. While there were many scripts that showed an improvement in writing and organization, there were too many that did not and that were deficient in content as well. Candidates supplied vague responses for the main idea (such as "tertiary institutions/universities in the Caribbean are expanding technologically"), expressed the purpose in terms of merely providing information, and failed to differentiate between organizational strategies and language techniques.

Teachers are encouraged to

- teach their students to look beyond the verb *inform* to verbs and verb phrases like *encourage*, *persuade*, *highlight*, *sensitize*, *develop awareness* to properly express an author's purpose
- make their students aware of the difference between organizational strategies and language techniques
- help their students to develop strategies and techniques in order to score more marks for organization
- show their students how to use material from a passage to support a point
- show their students how to express themselves in their own words in summary form as they tend to hide behind chunks of text lifted from a passage to make a point, thereby compromising the assessment of their expression.

Recommendations

Candidates are encouraged to:

- Use the correct phrasing in distinguishing main point and purpose.
- Respond within the word limit.
- Supply the organizational strategies and language techniques as asked.
- Link each point (organizational strategy and language technique) to the writer's purpose.

Section B – Module 2

Question 2

This question was divided into two Parts — (a) and (b) — and required candidates to write an essay of not more than 500 words, discussing the attitude to language by the main characters in an excerpt adapted from Elizabeth Nunez’s *Bruised Hibiscus*.

Part (a) tested candidates’ ability to discuss the attitude of Cedric and Anna towards Creole and Caribbean Standard English (CSE). In Part (b), candidates were required to discuss how a televised presentation of the relevant scenes in the extract could help readers to understand the main characters’ attitude to language.

There were 14, 178 responses and the mean score was 12.41 (out of 25). Fifty per cent of the candidates achieved the mean.

Most candidates understood the question and were able to identify the language variety used by Cedric (CSE) and Anna (Creole) in the extract. For the most part, they were also able to make the relevant associations between the language variety and each character’s attitude. For example, Cedric’s use of CSE revealed that he took pride in the language as he believed that it was, politically speaking, a passport to high social regard and importance, etc. On the other hand, Anna, who could speak CSE, was diffident about its importance as evident in her utterance (‘And what you tink it will get you?’). However, a number of candidates did not develop their discussion by identifying an adequate number of specific behaviours of the characters. Furthermore, many candidates evidently memorized some linguistic terms (basilect, mesolect, acrolect, etc.) that they used without due consideration of context.

Part (b) required candidates to identify specific behaviours of each character and apply critical thinking skills to discuss an enhancement of such behaviours via different scenes that focus on facial expressions, body language, tone of voice, and dress. Importantly, candidates were expected to focus on the characters, for example, Cedric speaking in pleading and serious tones to Anna as he begged her to ‘speak good English’. However, this part of the question was less successfully handled by the candidates, many of whom merely repeated incidents from the passage without any attempt at meaningful analysis. Also, some candidates discussed the use of audio-visual aids and paralinguistic behaviours in general terms while others mentioned actual television films.

With respect to organization, many candidates exhibited challenges in producing an essay with an introduction, well-developed paragraphs and a conclusion. Consequently, at the macro level, many of the responses were structurally deficient. For example, some candidates divided their responses to match the division of the questions without suitable syntactic or semantic transition devices. In some cases where introductions and/or conclusions were attempted, they were ineffectively developed. Often there were paragraphs that were incoherent; and some essays were one extended paragraph.

With regard to expression, there was a slight improvement over the previous year. However, many candidates showed that it was a struggle to (i) agree subjects with verbs, (ii) select the right tense, (iii) use tenses consistently, (iv) control complex syntax, (v) choose the right word, (vi) spell words correctly, (vii) punctuate correctly, and (viii) use the appropriate register/level of formality.

Despite the improvement, it was clear that composing an essay continues to be difficult for numerous candidates. Teachers need to hone both their essay-writing knowledge and their essay-teaching skills. Emphasis should be placed on the structure of expository essays and on fundamental topics, such as (i) effectively introducing expository essays, (ii) expressing controlling ideas, (iii) stating the theme and constituent topics, (iv) illustrating a point, (v) ways of making a paragraph cohesive, (vi) making transitions from paragraph to paragraph, and (vii) effectively concluding expository essays.

Generally, candidates were awarded average scores. Several candidates did not attempt the question, and some attempts were merely a paraphrase and/or summary of the contents of the passage, a vague or circuitous discussion, or short, inadequate responses. It should be noted that in addition to essay-writing skills, candidates need to be guided in the application of the theoretical content of the module to authentic language/communication situations.

Section C – Module 3

Question 3

This question was based on a scenario about a school fair in respect of which the candidates' class, upper six, was selected to create a campaign promoting the fair as a community event. It required candidates to outline a 50-word procedure for creating the campaign, as well as to write a 300-word letter to the principal setting out the proposals of the campaign.

There were 14, 190 responses and the mean score was 12.63 (out of 25).

Even though this was the best done of all the questions, the performance of candidates was not outstanding, with only a small number of candidates scoring in the upper band. Most candidates failed to demonstrate knowledge and understanding of formal letter writing format, as well as the manner in which an essay should be structured. Additionally, poor organization, paragraphing, spelling and general grammar and mechanics issues severely marred the presentation of the responses. There was evidence that candidates lacked understanding of certain key words like *outline*, which they interpreted as 'summarize' only, and other words such as *promote*, *proposal* and *campaign*. There was also no distinction between the different forms and categories of media, with flyers and posters, for example, being presented as two separate types. Since these concepts are often required knowledge in Module 3, teachers are encouraged to reinforce them in order to adequately prepare their students to tackle this question.

Candidates also appeared not to have read the question carefully as most responses centred around how the strategies would raise awareness of the campaign, and failed to address the aspects of promoting community involvement and participation. Candidates should also be

reminded to demonstrate an awareness of audience in their responses. Many letters outlined the steps in the communication process, concepts which the principals to whom the letters were addressed would not necessarily have been familiar with.

Finally, candidates should cease the practice of religiously studying past papers then producing the answers to these papers on the current exam whether or not the nature of the exam requires it. Candidates presented answers which, for example, were in line with the previous year's exam but had very little to do with this one. They should be encouraged to independently interpret questions and apply their knowledge of the module to the answering of the question. Teachers are encouraged to ensure that their students are adequately prepared for the exam, not only through past paper practice but, more importantly, through systematic and rigorous knowledge and understanding of the syllabus.

We hope that next year will see a greater improvement in the treatment of this question by the candidates.

Paper 031 – School-Based Assessment

This paper involves the moderation or remarking of a maximum of five sample scripts from each of the schools doing Communication Studies.

This year's marking exercise was challenging in some respects. While there were students who responded well, there were others whose portfolios did not reach the required standard. Some centres seemed to be still using the old syllabus so they were reproducing more than one reflective piece and a rationale for each, while others seemed to be unfamiliar with the new one. It is not unreasonable to hope that by now the new syllabus would be sufficiently familiar so that students would be able to respond appropriately to the requirements. Teachers need to become familiar with the syllabus so that their students will not be at a disadvantage in the moderation process.

The Portfolio

Students are required to present, in addition to the preface and the reflective piece, an introduction containing specific features: theme and purpose; treatment of the same; and how the theme is related to the students' academic, personal and work interests. Many students did not respond accordingly, hence valuable marks were lost. However, some students demonstrated good control of the theme selected as well as creativity in their selected genre while others were presented research – with topics and portfolios which are very similar to those permitted for Caribbean Studies.

Some themes did not lend themselves to creativity so students should be guided in their selection, and other themes should have been delineated so that a specific aspect could be dealt with. Furthermore, creativity is to be demonstrated in students' ability to adequately express their views on the theme using the language rather than art work. Marks are not awarded for artistic presentations, but where the latter are provided, they should be suitably enhancing rather than detracting from the theme under consideration. Additionally, where research information is used,

it must be properly referred to in a bibliography. There should also be a suitable conclusion to the project.

General Introduction

Weaker students failed to show (i) how the theme was treated in the reflection sample; (ii) what aspects of it were discussed in the exposition task; and (iii) how it related to their academic, work-related and personal interests.

Reflection

Overall, highly creditable, creative pieces were produced by students who interpreted the selected theme quite effectively and, in some cases, with refreshing uniqueness. But weaker students failed to (i) provide the required particulars of the Preface; (ii) highlight the theme selected in their creative pieces; (iii) choose themes that either lent themselves to creative development or reflected the genre selected; and (iv) understand the meaning of 'context', seeing it as circumstances or an environment in which the piece was written instead of a situation or forum (for example, magazine, play) in which it could be shared; and (vi) write clearly and concisely.

Analysis

This section of the portfolio continues to be done ineffectively. Many students were able to respond appropriately to the requirements of the syllabus, while others were still unable to analyse the linguistic features of the reflective piece. Some analyses presented were definitions of the features rather than examples of these features and why they were used and how they conveyed the theme. In some instances, the concepts were named but students were unable to develop a meaningful discussion in their writing. This was in part due to the fact that the original piece did not contain sufficient features to be discussed. Very often students were unable to give relevant examples of dialectal variation and/or identify the Creole features. A few students presented analyses that were more literary than linguistic as well as discussions of all four linguistic features instead of two.

Further Comments

- Teachers must adhere to the marking guidelines in the syllabus as this is what is used in the moderation process. Students are at a disadvantage when this is not done as marks are not awarded when the features are not obvious.
- In the case where the computer selects a sample that does not contain all the areas to be moderated, the next lowest should be sent. The areas of the sample that are moderated are the introduction, the preface, the reflection, and the analysis. Therefore when the sample does not contain these, it is a meaningless exercise.
- Some students continue to use profane language and include too much graphic sexual detail.
- Teachers must ensure that students understand the difference between the theme and the topic of the portfolio. For example, if students are looking at the theme 'Tourism', they

must look at a specific aspect like the economic benefits or the environmental impact, which would enable them to cover both aspects meaningfully in one portfolio.

- Some teachers are not following the guidelines in the allocation of marks as stipulated on the COMM 3 forms. For example, they have been wrongly awarding half marks. (Incidentally, totals in the total column have been found to be incorrect.)
- Students are expected to conform to the writing conventions in the analytical essay, which include introduction, development, and conclusion.

Paper 032 – Alternative to School-Based Assessment (SBA)

This paper is done by candidates who do not present an SBA; it consists of three essay questions — one per module. Performance on this paper continued to be weak but there was a slight improvement this year over 2012.

Section A – Module One

Question 1

This question required candidates to summarize the argument of a passage in 30 words and write a 150-word evaluation of the passage exploring whether the information was valid.

There were 139 responses and the mean score was 8.28 (out of 20). Forty-one per cent of the candidates achieved the mean.

Although some candidates were able to identify the main idea of the passage, they were unable to write the information in their own words. This suggested a weakness in their summary writing technique. Many were able to identify the sources supporting the views of the writer but they were not able to state why the information was valid.

Section B – Module Two

Question 2

This question presented candidates with an extract from Jean Rhys' *Wide Sargasso Sea* and required them to provide a 300-word analysis of the extract taking into consideration two of the following factors: dialectal variation, attitudes to language, communicative behaviours, and use of register.

There were 133 responses and the mean score was 5.96 (out of 20). Thirty per cent of the candidates achieved the mean.

The responses showed a general lack of understanding of these features and where there was some understanding, responses were inadequate. Again, the conventions of essay writing were frequently not adhered to.

Section C – Module Three

Question 3

This question required candidates to write a 250-word response discussing the following in a given extract: the writer's level of involvement with the subject, the intended audience, the purpose, and two situations in which the extract could be used.

There were 135 responses and the mean score was 9.60 (out of 20). Forty-eight per cent of the candidates achieved the mean.

In many cases, candidates were able to respond satisfactorily but the discussions were not as in-depth as the question required. On the whole, candidates' responses suggested a peripheral knowledge of the concepts being examined, so better preparation is necessary.

Conclusion

Recommendations have been provided in the different sections of this report to help teachers improve their practice, and these should be associated with those given in the new syllabus. In particular, teachers are urged to expand their knowledge of the foci of the three modules by reading more intensively and extensively, devoting time for reflection on the new knowledge gained from such reading, and trying out new research-based methods of delivering their content.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION[®]**

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COMMUNICATION STUDIES

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GENERAL COMMENTS

Communication Studies is a three-module syllabus, five-paper subject. The three modules are: Gathering and Processing of Information (Module 1), Language and Community (Module 2), and Speaking and Writing (Module 3). The five papers are: Short Answers (Paper 01A), Aural Comprehension (Paper 01B), Essays (Paper 02), School-Based Assessment (SBA) (Paper 031), and Alternative to SBA (Paper 032).

This year, 14 885 candidates sat the examination. Some 97 per cent of this number achieved Grades I–V, 82 per cent Grades I–IV, 60 per cent Grades I–III, 35 per cent Grades I–II, and 13 per cent Grade I. This performance differs considerably from that of 2013 in that the percentages in respect of Grades I and II decreased by nine per cent and six per cent respectively.

With respect to module performance at Grades A–E, performance on Module 1 was comparable to that of 2013, but on Module 2, performance at Grades A–C declined noticeably (from 24.51 per cent to 9.41 per cent, 23.54 per cent to 13.11 per cent, and 20.76 per cent to 18.85 per cent, respectively), while performance on Module 3 also declined considerably at Grade A (from 45 per cent to 33 per cent), held steady at Grade B (25 per cent), but improved slightly at Grade C (from 15 per cent to 18 per cent). At those grades, Module 3 was the best performing (76.23 per cent), followed by Module 1 (56.03), and then Module 2 (41.37).

The relatively poor performance on Module 2 is reflected in weaker performance this year on Module 2 of Papers 01A and 02 where the means are noticeably lower than those of 2013.

DETAILED COMMENTS

Paper 01A – Short Answers

This paper consisted of ten questions distributed among three modules as follows: two on Module 1 and four each on Modules 2 and 3.

Section A – Module 1

Module 1 consisted of Questions 1 and 2 which were concerned with the research process. It presented candidates with a scenario from which they were required to answer questions relating to: data gathering methods; advantages and disadvantages of such methods; activities to be undertaken in the conduct of the research; research questions they might develop and related interview questions; sources for gathering information on participants' academic performance; and the effect of sources on the validity of the research.

Question 1

Questions 1 and 2 were based on a scenario in which a group of high school students decided to investigate in their school the phenomenon, as reported by several newspapers, of a large number of teenagers spending lots of time playing video games and neglecting their studies as a result.

Question 1 came in three parts — Part (a) asking candidates to identify three methods the researchers could use to gather data, Part (b) requiring them to state one advantage and one disadvantage of using one of the methods identified, and Part (c) asking candidates to choose one of the methods and describe two activities related to it that the researchers would need to undertake in order to conduct the research.

There were 14 907 responses and the mean score was 5.31 (out of 7) — a decrease of 1.28 from 2013.

Parts (b) and (c), which required the skills of reasoning and application, proved to be the most difficult and, given the decline in overall performance on the question over 2013, teachers need to improve their attempts to achieve the relevant objectives. In this regard, they would benefit from using the many suggested teaching and learning activities in the syllabus, as well as from recommendations in the various subject reports over the years.

Question 2

Question 2 came in four parts. Candidates were asked in Part (a), to write one relevant research question; in Part (b), to compose one question that the researchers could ask participants to help in answering the research question written for Part (a); in Part (c), to state two sources that the researchers could use to gather information on participants' academic performance, and in Part (d), to evaluate the effect of the use of one of the sources in (c) on the validity of the research.

There were 14 903 responses and the mean score was 4.26 (out of 8) — a slight decrease from 2013 which witnessed an average performance.

All sub questions here require the skills of reasoning and application, which candidates have over the years demonstrated that they are not well practised in. It appears that teachers need to focus far more on these skills and to acquire the professional training that would help them prepare their students effectively. They also need to spend time teaching them how to approach the answering of questions.

Section B – Module 2

This module consisted of Questions 3–6. Question 3 tested candidates' knowledge of the usefulness of computers and laptops; Question 4 tested their knowledge of how technology has affected vocabulary; Question 5 tested their knowledge of the social uses of English Creole and registers; and Question 6 tested their knowledge of the relationship between language and identity, as well as the social roles of language.

Question 3

This question had two parts. Part (a) asked candidates to explain two advantages which computer users have over non-users, while Part (b) asked them to give two arguments they could use to persuade their parents to let them have a laptop now that they were about to start university, even though they had access to a personal computer at home.

There were 14 911 responses and the mean score was 6.65 (out of 8) — a commendable increase of over 3 marks.

Candidates clearly excelled on this question. It must be noted that, even though the question involved reasoning and application skills, performance was generally very good — perhaps because of the widespread availability and familiarity of desktops and laptops.

Question 4

This question had three parts and was based on a comic strip showing how a revolution in technology had resulted in new ways of using words. Part (a) asked candidates to give an example of a word that was used in a new way, Part (b) required them to list three other words, not found in the comic strip, whose meanings had changed because of the technological revolution, and Part (c) asked candidates to describe two possible attitudes that the character Shanna might have towards the use of ‘virus’ by Kevin, the other character.

There were 14 904 responses and the mean score was 4.16 (out of 8) — a decrease of 1.13 marks.

Performance on the question was average, with Part (c), which required application skills and carried half of the marks, being particularly challenging.

Question 5

This question was based on a scenario in which Ivan, a student who was being trained as a minister of religion to serve congregations in the English-speaking Caribbean, liked to use English Creole in his sermons but was told by his supervising minister that that was inappropriate and that he should refrain from doing so. It came in two parts — Part (a) requiring candidates to give two arguments Ivan might offer for the use of English Creole in his sermons, and Part (b) asking them to (i) name one register that might be used by Ivan in delivering his sermon and (ii) list two features of the register used in (i).

There were 14 887 responses and the mean score was 3.80 (out of 7) — a slight increase of 0.51 over 2013.

Performance on the question was average with Part (a), which required reasoning and application skills and carried more than half of the marks, being particularly challenging.

Table leaders expressed dismay at the frequency of weak expression in Standard English — ignorance of terms like *register*, *continuum*, and *frozen register*; and treatment of English Creole as a language fit only for comedy.

Question 6

This question was based on a comic strip featuring a young lady overhearing a conversation between two young men and telling one of them that he sounded as if he was from the Caribbean although she could not say how she knew. It had three parts. Part (a) asked candidates to suggest one reason why James, one of the young men, did not understand why the lady was able to identify him as Caribbean; Part (b) required them to list three features of James’ speech that allowed the woman to identify him as being Caribbean, and Part (c) asked them to suggest three roles that language plays in society.

There were 14 907 responses and the mean score was 3.79 (out of 8) — a big decline of 2.08 over 2013.

This is a surprising result since Parts (b) and (c), which combine for 6 out of the 8 marks, straightforwardly ask for answers that are specified in the syllabus, and it raises the question of how familiar both teachers and students are with the syllabus. In respect of these parts, candidates erred by giving features in James' friend's speech rather than in James' speech; giving characteristics of language in general rather than the specific features of somebody's speech as required by the question; and not clearly distinguishing between the different roles (such as 'communicate information', 'inform', and 'describe something').

Section C – Module 3

This module consisted of Questions 7–10. The questions tested candidates' knowledge of the communication process and mediums for the conveyance of messages; their ability to evaluate the use of such mediums; their knowledge of the applicability of visual aids to teaching and learning; and their knowledge of verbal and non-verbal forms of communication and associated technologies.

Question 7

This question was based on a scenario in which the Newsletter Committee of a secondary school was trying to sell its first newsletter and so decided to market the newsletter within the school. The question had two parts. Part (a) asked candidates to list three aspects of the communication process that the committee should consider before it marketed the newsletter, and Part (b) required them to select two of the aspects listed in (a) and explain the significance of each.

There were 14 795 responses and the mean score was 4.13 (out of 7) — a slight decline of 0.66 from 2013.

Performance on the question was just about average. While many candidates were able to provide different aspects of the communication process, they stumbled over the requirement to explain their significance. Again, the skills of reasoning and application proved to be in short supply.

Question 8

This question had two parts — Part (a) asking candidates to identify three mediums which the committee could use to effectively convey its message, and Part (b) requiring them to select two of the mediums provided in (a) and explain why each could be used to market the newsletter effectively.

There were 14 754 responses and the mean score was 4.23 (out of 7) — a slight decline of 0.12 marks.

Again, identifying the mediums proved far more difficult than explaining why they could be used to market the newsletter effectively.

Question 9

This question was based on a scenario in which Mr Jackson, a teacher at a high school, was advised by his principal to use visual aids in his teaching instead of lecturing all the time. The question had two parts — Part (a) asking candidates to identify four visual aids Mr Jackson could use to enhance his teaching, and Part (b) asking them to choose two of the visual aids identified in (a) and state one way in which each could facilitate the learning process.

There were 14 864 responses and the mean score was 5.75 (out of 8) — a slight decrease of 0.09.

Performance on this question was above average, with Part (b), which required an explanation, proving more troublesome than Part (a).

Question 10

This question was based on a scenario in which a politician was urging his audience to vote for his party on Election Day as their decision would affect them for the rest of their lives and as they were good people whom he trusted to do the right thing. The question had four parts — Part (a) asking candidates to give the form of communication suggested by the scenario; Part (b) requiring them to suggest a reason to justify their answer in (a); Part (c) asking them to identify two non-verbal forms of communication that could be used to enhance the message in the scenario; and Part (d) asking them to suggest one technology that could be used to deliver the message to the electorate and explain how it could be used to good effect.

There were 14 805 responses and the mean score was 3.86 (out of 8) — a big decrease of 2.17 marks.

The question was poorly done. The parts on which candidates stumbled most were (b) and (d) which, predictably, required a reason and an explanation, respectively.

Paper 01B – Aural Comprehension

This paper is based only on Module 1 objectives and consists of four questions based on a passage for listening comprehension.

Question 1

This question asked candidates to state the main idea of the extract in a sentence of no more than 20 words.

There were 14 920 responses and the mean score was 1.05 (out of 3) — practically the same as 2013.

Only a few candidates were able to score full marks on the question and, as usual, candidates are advised to explore the differences between a purpose statement and a statement of main idea.

Question 2

The question required candidates to identify four details about “the East that were viewed from the ‘small boat’”.

There were 14 920 responses and the mean score was 3.46 (out of 4) — an increase of 0.71.

This is traditionally the best-performing question on this paper, and it did not disappoint this year. Teachers should emphasize the need to quote specific details from the passage.

Question 3

This question required candidates to identify two literary devices used in the extract and give one example of each.

There were 14 921 responses and the mean score was 3.22 (out of 4) — a slight decrease of 0.18 from 2013.

The question was clearly well done but, given that candidates continue to treat metaphor and personification as the same device, provide things that are not literary devices (for example, adjectives) and give the general answer ‘imagery’ instead of the different types of imagery (for example: tactile, visual, auditory), teachers are again advised to compile a list of devices along with illustrations and train students in their literary use.

Question 4

The question had two parts — Part (a) asking candidates to comment on the effectiveness of each of the literary devices identified in Question 3 by stating how the extract was enhanced, and Part (b) requiring them to comment on the effectiveness of each of the devices identified in Question 3 by stating what responses their use evoked.

There were 14 914 responses and the mean score was 1.00 (out of 4) — exactly the same as 2013.

This question continues to be the worst performing as candidates gave definitions and general explanations of devices rather than showing how use of a device enhanced the extract or evoked particular responses.

As in the past, the following additional recommendations are offered in the interest of better performance from both teachers and students:

- There should be more intensive practice in listening comprehension exercises in preparation for the examination. Teachers should discuss with students the requirements of the various questions during these preparatory sessions.
- Schools should consider using a sound amplification system as well as an articulate reader, preferably from among teachers of Communication Studies and English.

Paper 02 – Essays

Paper 02 consisted of three essay-type questions — one per module.

Section A – Module 1

Question 1

The question was based on the extract James Keller's *Exile and Return* in A Reader for Developing Readers. It had two parts — Part (a) which required candidates to state the writer's main idea in approximately 30 words, and Part (b) which asked them to write an essay in approximately 500 words discussing the writer's purpose, the effectiveness of at least two different organizational strategies and at least two different language techniques, as well as the appropriateness of the tone.

There were 14 889 responses and the mean score was 10.60 (out of 25) — a slight increase of 0.72.

Based on candidates' performance, teachers are encouraged to help students to

- differentiate between the main idea and the purpose
- state a device, give an example and then provide an explanation, making reference to the example
- structure the essay by providing an introduction, a body of well-developed cohesive paragraphs, semantic or structural connections between paragraphs, and a conclusion
- differentiate clearly between organizational strategies and language techniques
- stress the strategies and techniques normally associated with descriptive, narrative, argumentative, and expository discourse
- explore the varied textbooks on the market for fuller understanding of syllabus content.

Section B – Module 2

Question 2

This question was based on Deborah Jean-Baptiste-Samuel's poem *Vessels* and asked candidates to write an essay of no more than 500 words discussing (a) what the poet achieves by using a mixture of Standard English and Creole, (b) the implications for the wider acceptability of Creole arising from the poet's use of this language variety, and (c) how a video presentation would enhance the message.

There were 14, 864 responses and the mean score was 8.99 (out of 25) — a noticeable decline of 3.42.

Although responses indicated that most candidates understood the poem, a large number of them did not demonstrate a full understanding of this question. The candidates were expected to provide responses such as:

The poet's mixture of Standard English and Creole in the poem reflects societal use of mixed structures.

Her usage suggests that both languages are equally suitable for the expression of her message.

Although many candidates successfully identified what the poet achieved in terms of audience, they were less successful in identifying the other achievements and in appropriately developing the discussion. Generally, they separately treated each language variety instead of focusing on the 'mixture' of both; demonstrated too many misconceptions about Creole and the speakers of the language, resorting to derogatory stereotypes; and presented some evidently memorized linguistic terms (basilect, mesolect, acrolect, etc.) without due consideration of the test item requirement.

Part (b) required candidates to apply critical thinking skills to discuss, for example, how the use of Creole could be a case for its greater use in published poetic works, its inclusion in a national language policy, and so on. However, this part of the question defeated most of the candidates, many of whom merely recounted the contents and/or undertook a literary analysis of the poem.

Part (c) required candidates to identify the characters' behaviours and apply critical thinking skills to discuss an enhancement of such behaviours by focusing on facial expressions, body language, tone of voice, and actual statements of the characters. Furthermore, it required them to highlight the use of symbols of the message, for example, the different vessels. Importantly, when referring to the characters, candidates should have made references to specific behaviours to be observed, for example, the contrasting tones of voices suggesting that the woman is strong and commanding while the man is timid and weak. However, this part of the question was not successfully handled by many of the candidates either, many of whom merely constructed stock responses about a video production, without any attempt at specific references to the poem or at any meaningful analysis. Also, some candidates discussed the use of audiovisual aids and paralinguistic behaviours in general terms while others wrote their own script for production.

With respect to organization, many candidates exhibited challenges in producing an essay with an introduction, well-developed body paragraphs, and a conclusion. Consequently, at the macro level, many of the responses were structurally deficient; for example, some candidates divided their responses to match the division of the questions. In some cases where introductions and/or conclusions were attempted, they were ineffectively developed, with some candidates producing one extended paragraph. Many candidates used appropriate transitional devices to achieve coherence between paragraphs, but there were still many candidates who sparsely and inconsistently used these devices.

With regard to expression, many candidates showed that it was a struggle to (i) agree subjects with verbs, (ii) select the right tenses, (iii) use tenses consistently, (iv) control complex syntax, (v) choose the right word, (vi) spell words correctly, (vii) punctuate correctly, and (viii) use the appropriate register.

It was clear that composing an essay continues to be a difficult task for numerous candidates.

Teachers need to hone both their essay-writing knowledge and their essay-teaching skills. Emphasis should be placed on the structure of expository essays and on fundamental topics, such as (i) effectively introducing expository essays, (ii) expressing controlling ideas, (iii) stating the theme and constituent topics, (iv) illustrating a point, (v) making a paragraph cohesive, (vi) making transitions from paragraph to paragraph, and (vii) effectively concluding expository essays.

Generally, candidates were awarded average scores. Several candidates did not attempt the question, and some attempts were merely a paraphrase and/or summary of the contents of the poem, or a vague or circuitous discussion, or short, inadequate responses.

In addition to essay-writing skills, candidates should be guided in the application of the theoretical content of the module to authentic language/communication situations.

Section C – Module 3

Question 3

This question was based on a scenario about a bank deciding to match the opening deposit in the accounts of 10 lucky new savers between the ages of 13 and 18, and the youngest member of a marketing and communications company having been given the task to promote the service and formulate a winning plan. The question required candidates to write an essay in no more than 300 words, producing the plan they would present to the bank's board of directors and identifying two aids they could use to enhance their presentation to the board.

There were 14 791 responses and the mean score was 13.46 (out of 25) — a slight increase of 0.83.

This was the best done of the three questions. Candidates displayed the expression and organization problems adverted to in respect of the first two questions but generally scored most of their marks on content.

The recommendations above re expression and organization apply here as well.

Paper 031 – School-Based Assessment (SBA)

This paper involves the moderation or remarking of a maximum of five sample scripts from each of the schools doing Communication Studies.

This year's marking exercise was challenging in some respects. While there were students who responded well, there were others whose portfolios did not reach the required standard. One had hoped that by now the new syllabus would be so familiar that far more students would be able to respond appropriately to the requirements. Moreover, some centres seemed to be still using the old syllabus so they were presenting more than one reflective piece and a rationale for each. Teachers need to become familiar with the syllabus so as to reduce the incidence of students being placed at a disadvantage in the moderation process.

The Portfolio

Students are required to present, in addition to the preface and the reflective piece, an introduction containing specific features: theme and purpose; treatment of the same; and how the theme is related to the students' academic, personal and work interests. This section must be labelled 'General Introduction' as opposed to 'Introduction' which was the old format. Many students did not respond accordingly, hence valuable marks were lost. However, some students demonstrated good control of the theme selected, as well as a creative representation in their selected genre, while others presented research-like topics and portfolios which are very similar to those for Caribbean Studies. For example,

some students created questionnaires and charts and analysed data for the exposition. Literary genres selected should feature the elements of those genres, and they should be credible and contain, at the very least, the linguistic features to be analysed.

Many students are still not clear about the requirements of the general introduction. This must show: how the theme is narrowed in the topic, some background information, and why the particular theme was chosen. In addition, students are required to adequately discuss the treatment of the theme in the exposition and the reflection. There is also a clear distinction to be made between the three interests, and each must be sufficiently explained in order for marks to be awarded. Additionally, each aspect of the general introduction must be distinctly outlined. In the preface, marks are awarded holistically for the purpose, audience, and context.

Overall, some themes did not lend themselves to creativity, so students should be guided in their selection. Other themes should have been delineated so that a specific aspect could be dealt with. An appropriate genre must be chosen; that is, one that can lend itself to creativity and include all the elements that are to be analysed in the subsequent section. Furthermore, the creativity sought is to be demonstrated in students' ability to adequately express their views on the theme using the language rather than art work. Marks are not awarded for artistic presentations, but where art work occurs it should be suitably enhancing rather than detracting from the theme under consideration.

Expression in Standard English needs improvement, and it should be recognized at this stage that English Creole also has peculiar vocabulary and can be spelt.

Students should also pay particular attention to the organization of their pieces, which must include an introduction and a conclusion, especially in the analytical section. Additionally, where research is cited, sources must be properly included in the list of references. There should also be a suitable conclusion to the project.

The Analysis

This section of the portfolio continues to be done inefficiently. Many students were able to respond appropriately to the requirements of the syllabus, while others were still unable to analyse the linguistic features of the reflective piece. Some analyses presented were definitions of the features rather than examples of them, why they were used, and how they conveyed the theme. In some instances, the concepts were named but not meaningfully discussed. This was in part due to the fact that the original piece did not contain sufficient features to be discussed. Very often, students were unable to give relevant examples of dialectal variation or identify the English Creole features. A few students presented analyses that were more literary than linguistic, as well as discussion of all four linguistic features instead of two.

Further Comments

- Teachers should adhere to the marking guidelines in the syllabus as these are what are used in the moderation process.
- In the case where the computer selects a sample that does not contain all the areas to be moderated, the next lowest sample should be sent. The areas of the sample that are moderated are

the introduction, the preface, the reflection, and the analysis. Therefore, when the sample does not contain these, moderation is rendered meaningless.

- The relevant students should be advised that there is no advantage to them to use obscene language in their work or provide graphic accounts of sexual activity.
- Teachers should ensure that students understand the difference between the theme and the topic of the portfolio. For example, if students are considering the theme ‘Tourism’, they should select a specific aspect/topic like ‘The Economic Benefits’ or ‘The Environmental Impact’; the topic is a component of the theme, and only one is needed for the portfolio.
- Half marks should not be awarded.
- Teachers should ensure that the figure in the total column is correct.
- Students are expected to conform to the writing conventions in Standard English for the analytical essay, which should have an introduction, development, and a conclusion.
- The examination requires all students to present their original work. Students who plagiarize or collude with other students will be severely penalized. Teachers should encourage their students to present their own work.

Paper 032 – Alternative to School-Based Assessment (SBA)

This paper is done by candidates who do not present an SBA; it consists of three essay questions — one per module. Performance on this paper continued to be weak but there was a slight improvement this year over 2013.

Section A – Module One

Question 1

This question required candidates to summarize the argument of a passage in 30 words and write a 150-word evaluation of the passage, exploring whether the information was valid.

There were 189 responses and the mean score was 8.24 (out of 20) — practically the same as 2013.

Although some candidates were able to identify the main idea of the passage, they were unable to write the information in their own words. This suggested a weakness in their summary writing technique. Many were able to identify the sources supporting the views of the writer but they were not able to state why the information was valid.

Section B – Module Two

Question 2

The question required candidates to write an analysis in a 300-word essay on an extract from *Backfire* (adapted from Oliver Flax’s *Tantie Gertrude*), taking into consideration two of the following issues: dialectal variation, attitudes to language, and communicative behaviours.

There were 186 responses and the mean score was 8.41 (out of 20) — a big increase of 2.45.

While there was clearly some improvement over 2013, the responses showed a general lack of understanding of the issues and, even where there was some understanding, the responses were, in the main, inadequate. As was clear in previous years, the concept of conventional essay writing seemed to be alien to most candidates. However, overall, there was a slight improvement in expression.

Section C – Module Three

Question 3

This question required candidates to write a 250-word essay on a passage adapted from ‘A Different Kind of Walking’ in *Awake*, Vol. 86, No. 82, November 22, 2005, p. 19, discussing the following: the issues that the writer wants the reader to focus on, the intended audience, what the writer hopes to achieve, and two suitable contexts for the piece other than a general-interest magazine.

There were 185 responses and the mean score was 11.85 (out of 20) — a noticeable increase of 2.25.

On the whole, candidates’ responses suggested a peripheral knowledge of the concepts being examined but there was a slight improvement in expression.

Conclusion

Far better preparation is necessary on every level, and the greatest need seems to be for teachers of private candidates to become knowledgeable about the content of the syllabus and to acquire professional pedagogical training.

Recommendations have been provided in the different sections of this report to help teachers improve their practice, and these should be associated with the teaching and learning activities suggested in the new syllabus. In particular, teachers are urged to expand their knowledge of the three modules by reading more intensively and extensively, devoting time for reflection on the new knowledge gained from such reading, and trying out new research-based methods of delivering their content.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®**

MAY/JUNE 2015

COMMUNICATION STUDIES

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GENERAL COMMENTS

For 2015, Communication Studies continues to be a three-module subject, but it is now a subject comprised of four rather than five papers. The four papers and their corresponding formats are:

- Paper 01 – Multiple Choice
- Paper 02 – Essay
- Paper 031 – School-Based Assessment
- Paper 032 – Alternative to the School-Based Assessment.

The three modules are:

- Module 1 – Gathering and Processing of Information
- Module 2 – Language and Community
- Module 3 – Speaking and Writing

This year 15 922 candidates sat the examination. Overall, there were percentage increases at all of the three top levels — Grades I–III. Performance on the modules also improved, as there were more candidates at the top three module grades.

From the results, it appears that more and more teachers are heeding the advice on teaching strategies. But in some territories, particularly those territories with small candidate populations, Guyana and some schools in Jamaica and Trinidad and Tobago, there is still need for more work on all the papers.

DETAILED COMMENTS

Paper 01– Multiple Choice

For the first time this year, this paper was administered using the multiple choice format. The paper consisted of 45 items with 15 testing each module. The Listening component of the syllabus was tested with the first seven items on the paper. The mean score on the paper was approximately 28 out of 45 or 62 per cent.

Paper 02 – Essays

Paper 02 consisted of three essay-type questions — one per module. Candidates were required to attempt all questions. The mean on this paper was 79.6 out of 150 or approximately 53 per cent.

Section A – Module 1: Gathering and Processing of Information

Question 1

This question was based on an extract and required candidates to write a 500-word essay (i) state the writer's purpose, (ii) discuss three organizational strategies and three language techniques used by the writer to achieve his purpose, and (iii) evaluate the validity of the information in the extract. The mean score was 12.24 out of 25 or approximately 50 per cent.

The weaknesses seem to be the same as in previous years. Teachers are encouraged to help students to

- differentiate between the concepts of *main idea* and *purpose*
- separate *organizational strategies* from *language techniques*
- take each strategy, give an example of it, and discuss how it is used to achieve the writer's purpose
- do the same for each of the language techniques
- structure the essay by providing an introduction, a body of well-developed cohesive paragraphs, structural and semantic connections between paragraphs, and a conclusion
- understand the strategies and techniques normally associated with descriptive, narrative, argumentative, and expository types of discourse
- explore the different textbooks on the market for a better understanding of the syllabus.

Section B – Module 2: Language and Community

Question 2

This question was also based on an extract and candidates were required to write a 500-word essay discussing (i) possible reasons for the writer's language choices used in the extract, (ii) difficulties that non-West Indians may experience in understanding the extract, and (iii) illustrating how a video presentation could enhance the comedic effect of the extract. The mean here was 11.66 out of 25 or 47 per cent.

As in previous years, weaknesses in organization and expression were evident. A large number of candidates need help with composing the expository essay. The following advice, given in the past, is being repeated here as it is still relevant and useful. Teachers need to focus on the following aspects of expository writing:

- Effectively introducing expository essays
- Expressing controlling ideas
- Stating the theme and constituent topics
- Illustrating a point
- Making a paragraph cohesive
- Making transitions from paragraph to paragraph
- Concluding expository essays

With regard to expression, teachers need to focus on helping their students

- Master subject–verb agreement
- Select the right tense
- Use tenses consistently
- Control complex syntax
- Choose the right word
- Spell words correctly, punctuate correctly
- Use registers appropriately

Section C – Module 3: Speaking and Writing

Question 3

The question presented a scenario in which the student of a Communication Studies class were involved in a campaign to promote healthy lifestyle choices among students in the school community. Candidates were required to write a 500-word essay presenting the proposal with specified items, and to justify the use of at least three strategies to promote the campaign. The mean score was 16.08 out of 25 or 64 per cent.

Although this question had the highest mean on the paper, the weaknesses in Questions 1 and 2 were also evident in the responses to this question. Teachers should consider the observation made for these two questions and the suggestions given to help students to improve their performance.

Paper 031 – School-Based Assessment

Question 3

This paper involves the moderation or re-marking of a maximum of five sample portfolios from each of the centres that registered candidates. The samples continue to show most of the weaknesses pointed out in previous reports, including those highlighted in 2014.

Students were required to present a general introduction to a reflection, and an analysis of their portfolios. As many students (and perhaps their teachers) seem not to be aware of the requirements of the syllabus, we reproduce parts of the organization and marking criteria below.

General Introduction (12 marks)

- (a) Theme and purpose of portfolio (2 marks)
- (b) How theme is treated in the Exposition and Reflection sections (4 marks)
- (c) How theme relates to candidate's academic interests (2 marks)
- (d) How theme relates to candidate's work-related interests (2 marks)
- (e) How theme relates to candidate's personal interests (2 marks)

Reflection (14 marks)

- (a) Preface (4 marks)
- (b) Rest of Reflection sample (10 marks)

Analysis (18 marks)

- (a) Content (8 marks)
- (b) Expression (5 marks)
- (c) Organization (introduction, development, conclusion, coherence, links from paragraph to paragraph) (5 marks)

More detailed explanations are to be found in the syllabus but it is hoped that what is presented here will make it clear to teachers that these requirements account for a substantial portion of students' presentation and that it will further encourage errant teachers and students to download the syllabus and follow its guidelines and advice, and to present the portfolios with the requirements as stipulated.

Problems Encountered and Recommendations

Some of the problems encountered this year and corresponding recommendations are:

- The use of fractional scores by teachers. Teachers should be aware of the stipulations for marking placed at the bottom of the moderation sheet and should follow them.
- Choice of topics not related to the themes and not properly delimited. Teachers need to guide their students in the selection of topics that are related to, or are derived from, the themes, and these topics should be narrow enough to allow focused treatment by the students.
- Many reflective pieces that did not demonstrate the perspectives being discussed in the general introduction or the preface. The pieces should reflect and develop the perspectives presented upfront.
- The high incidence of profane language and graphic sexual content in students' reflective pieces. Such behaviour is often distasteful, does not enhance the quality of the portfolio, and is not acceptable to the Council. Teachers should enforce some measure of censorship in this regard.
- Reflective pieces that are not substantial enough for analysis. As a result, the analytical section is weak and cannot be well rewarded. Many students simply provide definitions rather than focusing on the stated demands of the task.
- Plagiarism from the internet. In light of this, teachers are reminded to be more vigilant in accepting pieces that are submitted, and they may use the website Turnitin to verify the originality of students' submissions. The examination requires all students to present their *original work*, and the examiners are very strict in their condemnation of plagiarism.
- Highlighting of the different aspects of the analysis within the reflective piece. This impinges on the easy flow and processability of the piece.

- Non-adherence to the marking criteria laid out in the syllabus. The examiners scrupulously follow these criteria and, as a matter of procedure, vary teachers' marks when there is a difference of four between their marks and that given by teachers.
- Poor organization of content. The need for teaching attention to composition cannot be overemphasized, especially in respect of students' analyses.
- Not listing reference sources cited within the text. This is a simple matter to correct.
- Not providing a suitable conclusion to the portfolio. Abrupt endings detract from the quality of the portfolio, so it is good practice to provide a sound conclusion.

Further Comments

We repeat here some of the observations made in 2014 and which are still applicable in 2015.

- Students should be advised that there is no advantage to them in using obscene language in their work or providing graphic accounts of sexual activity.
- Teachers should ensure that students understand the difference between the theme and the topic of the portfolio. For example, if students are considering the theme 'Tourism', they should select a specific aspect/topic like 'The Economic Benefits' or 'The Environmental Impact'. The topic is a component of the theme, and only one is needed for the portfolio.
- Teachers should ensure that the figure in the total column is correct.

Paper 032 – Alternative to School-Based Assessment (SBA)

This paper is done by candidates who register privately to sit the examination. It consists of three essay questions — one per module. This year 162 candidates sat the examination.

Candidates continue to perform poorly on this paper. They are not conversant with the requirements of the syllabus. In each module, specific problems were encountered.

In the first module, candidates were unable to write coherent summary pieces and, quite frequently, exceeded the stipulated word limit. Also, they were greatly challenged to evaluate information by reference to strategies used by the writer. In the second module, many candidates showed they did not possess the analytical skills to answer the question. They simply identified the component required without providing adequate illustration of, or a suitable purpose for, the dialectal variation, register, or communicative behaviour. In the third module, candidates fared better in their responses to audience and channels, but their responses to strategies and purpose proved challenging.

Overall, candidates suffered not only from a weak grasp of content but also from poor expression and organization. This meant that they lost valuable marks on all the marking criteria. As in the case of Paper 02, there is a great need for focused attention to composition writing.

Section A – Module 1: Gathering and Processing Information

Question 1

This question was based on a passage and required candidates to summarize the arguments of the author in no more than 60 words and write a 150-word evaluation of the passage, exploring the validity of the information. The mean score was 9.16 out of 20 or 49 per cent.

Although some candidates were able to identify the main idea of the passage, they were unable to write the information in their own words. This suggested a weakness in their summary writing technique. Many were able to identify the sources supporting the views of the writer but were not able to state why the information was valid.

Section B – Module 2: Language and Community

Question 2

This question required candidates to write a 300-word essay analysing an extract, taking into consideration two of the following issues: dialectal variation, communicative behaviours, use of register. The mean score was 7.70 out of 20 or 39 per cent.

While there was clearly some improvement over 2014, the responses showed that candidates lacked a general understanding of the issues and, even where they displayed some understanding, the responses were, in the main, inadequate. As was clear in previous years, the concept of conventional essay writing seemed to be alien to most candidates.

Section C – Module 3: Speaking and Writing

Question 3

This question required that candidates write a 250-word essay critiquing an article from a webpage. The critique should have addressed the following: the intended audience, strategies the author uses to convince the audience, what the writer hopes to achieve, and two suitable channels for the piece other than the World Wide Web. The mean score was 9.01 out of 20 or 45 per cent.

On the whole, candidates' responses suggested peripheral knowledge of the concepts being examined but this year, there was a slight improvement in expression.

Recommendation

Far better preparation is necessary on every level, and the greatest need seems to be for these private candidates to become knowledgeable about the content of the syllabus and to seek help where they have difficulty.

Conclusion

Recommendations have been provided in the different sections of this report to help teachers improve their practice, and these should be associated with the teaching and learning activities suggested in the syllabus. In particular, teachers are urged to expand their knowledge of the three modules by reading more intensively and extensively, devoting time for reflection on the new knowledge gained from such reading, and trying out new research-based methods of delivering their content.

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MAY/JUNE 2016

COMMUNICATION STUDIES

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GENERAL COMMENTS

The Communication Studies examination comprised four papers as outlined below.

- Paper 01 – Multiple Choice
- Paper 02 – Essay
- Paper 031 – School-Based Assessment
- Paper 032 – Alternative to the School-Based Assessment

These four papers assessed candidates' knowledge, understanding and competence in the following modules.

- Module 1 – Gathering and Processing of Information
- Module 2 – Language and Community
- Module 3 – Speaking and Writing

This year, approximately 16 000 candidates sat the examination. For the second straight year, over 97 per cent of candidates achieved Grades I–V in the subject, with the majority (69 per cent) achieving Grades I–III as compared to 66 per cent in 2015.

From the results, it appears that more and more teachers are heeding our advice on teaching strategies. This, however, does not seem generally applicable to those private candidates who write Paper 032 in lieu of the School-Based Assessment. Comparatively speaking, the performance in some territories (particularly those with small candidate populations) suggests that workshops on all the papers could directly benefit teacher confidence and competence in delivering the syllabus and ultimately redound to the benefit of the candidates.

DETAILED COMMENTS

Paper 01 – Multiple Choice

Paper 01 consisted of 45 multiple-choice questions. The first seven questions on this paper tested candidates' listening comprehension skills. There was a 10 per cent decline this year in the number of candidates achieving Grades I–III on this paper. The mean on this paper was 57 out of 90 or approximately 63 per cent. This mean was consistent with that of 2015.

Paper 02 – Essay

Paper 02 consisted of three sections corresponding to the three modules, each with one compulsory essay-type question. Each question was worth 25 marks. The mean on this paper increased from 80 out of 150 or approximately 53 per cent in 2015 to 85 or 57 per cent for this year.

Section A – Module 1: Gathering and Processing of Information

Question 1

The question was based on an extract adapted from “A Time for Diversification”, *Business Express*, Vol. 474, 7 December 2011, p.3 and required the candidates to state the writer’s main point and write a 500-word essay on the writer’s purpose, organisational strategies, language techniques, and tone. The mean was of 12.61 or approximately 51 per cent was the lowest of the three questions on the paper.

Many candidates generally showed improvement in differentiating *main point* and *purpose* but there were still too many who did not. Indeed, some of these latter candidates conflated both concepts and did not express themselves clearly. They could not even produce the elementary frame ‘The main point is...’ or ‘The main point is that...’ or ‘The writer’s purpose is to...’. For the purpose in particular, many candidates automatically used the basic purpose verb ‘to inform’ and ignored more meaning-specific verbs like ‘sensitize’ and ‘highlight’.

Performance on the discussion of organizational strategies, language techniques, and tone was much better, with the better candidates identifying at least two organizational strategies and two language techniques, developing them, and explaining how they helped the writer achieve his purpose.

Weaker candidates:

- could not differentiate between organizational strategies and language techniques;
- did not comment on or explain the strategies and techniques identified;
- did not link them to the writer’s purpose;
- generalized their use of words ‘strategies’ and ‘techniques’ (without identifying any specific ones); and
- used *organizational strategy* and *language technique* interchangeably.

A candidate who identified an organizational strategy as a language technique or vice versa did not earn marks for that task. They should therefore be very specific in naming organizational strategies and language techniques and develop them in discrete paragraphs, which should be introduced with appropriate topic sentences, with subsequent paragraphs linked to previous ones through appropriate transitional and topical devices.

With respect to tone, it should be noted that many candidates suggested tones but without making any connection to the writer’s purpose.

In their discussion, some candidates confused *tone* with *register* (register is typically examined on Module 2) and literary devices, or simply offered analyses of the extract. Examiners took this as a clear indication that they were not clear about the content and focus of the different modules of the syllabus. Teachers should therefore ensure that their students practise answering questions that are likely to come under the different modules.

Additionally, some candidates wasted much time analysing the broad structure of the essay (introduction, body, and conclusion) – an indication that, while they understood the broad outline of argumentative and expository essays, they were not conversant with the structure of discourse written in those two modes.

The essay is marked for *content*, *organization*, and *expression*, with *content* carrying the most marks (10), and the other two categories carrying 7 and 8 marks, respectively. The scheme allows for candidates to be weak in *content*, for example, but to be better in one or both of the other two categories. It is therefore advisable for teachers to pay more attention to matters of organisation (e.g., introduction, conclusion, paragraph structure and development, transition between paragraphs) and expression (e.g., punctuation, spelling, tense, subject-verb agreement, sentence fragments, continuous prose).

As in previous years, teachers are encouraged to help students to

- differentiate between the concepts of ‘main idea’ and ‘purpose’;
- separate ‘organizational strategies’ from ‘language techniques’;
- take each strategy, give an example of it, and discuss how it is used to achieve the writer’s purpose;
- do the same for each of the language techniques;
- structure the essay by providing an introduction, a body of well-developed cohesive paragraphs, structural and semantic connections between paragraphs, and a conclusion;
- understand the strategies and techniques normally associated with descriptive, narrative, argumentative, and expository types of discourse; and
- explore the different textbooks on the market for fuller understanding of the syllabus.

Section B – Module 2: Language and Community

Question 2

This question was based on an extract from Edgar Mittelholzer’s *Corentyne Thunder* and required the candidates to write a 500-word essay analysing dialectal variation, use of register, and communicative behaviours. The mean was 14.71 or approximately 59 per cent.

With respect to dialectal variation, the candidates were expected to provide responses that identified the speakers and their choice of language (such as Beena and Ramgolall being Creole speakers and Geoffrey and Stympthy Standard English speakers) and either gave specific features or gave an explanation for the use of both languages in the given extract. The following are examples of good responses:

- Some features of the speech of Beena and Ramgolall are the use of adjective reduplication, for example, ‘tall, tall boy’ and reanalysis of word-final consonant clusters, for example, ‘spen’ instead of ‘spend’.
- Geoffrey speaks Standard English because he has most likely studied outside of the community, possibly abroad as evident in the utterance, “ ‘e come back from school.”

Although most of the candidates’ responses indicated an understanding of the extract, a large number of them did not demonstrate an adequate understanding of the requirements of the question. They were not successful in identifying any of the languages or appropriately developing their analysis. Instead, they wrote general terms, such as ‘higher and lower register’, ‘dialectal variation’ and ‘standard and non-standard language’. Others even resorted to the use of the derogatory labels ‘broken English’ and ‘improper English’.

Some candidates, who appropriately identified the languages, presented a general discussion of the language situation in the Caribbean instead of using textual evidence to identify the characters who used the different languages and illustrate/explain the usage of the latter. Others mentioned the appropriate characteristic of the grammar but did not provide textual support. Further, there were a number of candidates who created their own text to exemplify the use of the languages.

In the discussion on use of register, the candidates were expected to identify the level of formality of the various communicative events in the text by making references to the audience, content, and context. The candidates should have identified the relevant ones from the following group of registers: formal, casual, consultative, and frozen, named specific characters and the communicative event associated with each register, and provided justification. However, this part of the question was not successfully handled either by many of the candidates, who offered definitions of *register* and reproduced information on the different types of register learnt by rote without any attention to contextual relevance. Some candidates were also unable to differentiate between *register* and *dialectal variation*.

The most pronounced issue with many of the candidates' responses, however, was their equation of Creole with informal register and of Standard English with formal register.

In relation to communicative behaviours, the candidates were expected to identify specific characters' behaviours as depicted in the extract and provide an explanation for each behaviour. For example, they could have written that Beena waved at Geoffrey when she saw him coming, indicating her recognition of him and an attitude of welcome. Another possible response is that Stymphy hardly participated in the conversation, indicating shyness or simply unfamiliarity.

However, this part of the question was not successfully handled by many of the candidates. Some merely identified behaviours without providing the explanations; some provided relevant explanations without identifying the specific behaviours; and others offered stock responses about the elements of videography, which was not a requirement, and about the use of audiovisual aids and paralinguistic behaviours in general terms.

With respect to organization, there was an improvement in the candidates' attempts to structurally organize their essay, but there were a number of areas of concern. A number of candidates appropriately constructed a five-paragraph essay with an introduction, well-developed body paragraphs, and a conclusion. However, many candidates divided their responses to match the three parts of the questions, with some constructing an ineffective introduction and/or conclusion, some not attempting an introduction or conclusion; and others producing one long, extended paragraph.

For the second consecutive year, a stock initial sentence in the introduction was detected. Many candidates began their essay with the stock phrase: 'There is no denial of the fact that...' or 'There is a contentious debate...' as if they had been given a model essay to religiously follow.

Most candidates used appropriate transitional devices to achieve coherence between and within paragraphs, but there were still too many candidates who sparsely, inconsistently, and sometimes inappropriately used these devices.

With regard to expression, many candidates demonstrated weakness in their attempts to (i) agree subjects with verbs, (ii) select the right tense, (iii) use the right tense consistently, (iv) control complex

syntax, (v) choose the right word, (vi) spell words correctly, (vii) punctuate correctly, and (viii) use the appropriate register/level of formality.

It was clear that more and more teachers have been using the recommendations contained in the Subject Reports to guide their teaching. However, composing an essay continues to be a difficult enterprise for numerous candidates. Teachers need to continue to hone both their essay-writing knowledge and their essay-teaching skills. Emphasis should be placed on the structure of expository essays, especially on fundamental topics such as (i) writing effective introductions, (ii) expressing controlling ideas, (iii) stating the theme and constituent topics, (iv) illustrating a point, (v) making a paragraph cohesive, (vi) making transitions from paragraph to paragraph, and (vii) writing effective conclusions.

The kinds of spelling errors and the frequency thereof suggest that teachers need to employ immersion strategies such as Sustained Silent Reading and Drop Everything and Read strategies to better facilitate their students' language development.

Additionally, the language and community module needs more in-depth classroom focus. For instance, candidates need to be taught how to use the process approach to focus on the (narrative) extract. The following questions are simple but very helpful: Who are the characters? What language is each using? Why has the character used this language? This approach also stresses application, which is too often ignored by the candidates.

Generally, the candidates were awarded average scores. Several candidates did not attempt the question, and some attempts were merely a paraphrase of the extract, or a vague or circuitous discussion, or a short, inadequate response. It is imperative that, in addition to in-depth exposure to essay-writing skills development, candidates be guided in the application of the theoretical content of the module to authentic language/communication situations.

Section C – Module 3: Speaking and Writing

Question 3

This question required the candidates to assume the role of a Communication Specialist in the Ministry of Health ask to speak to a group of high school students about the negative effects that abuse of alcohol and drugs can have on their lives. They were to write a 500-word essay discussing how they would (i) go about sourcing information for their speech (ii) use language techniques to make the speech effective (iii) use nonverbal forms of communication and digital technology to enhance the delivery of the speech. The mean of 15.31 or 61 per cent was the highest on the paper.

Although some candidates achieved high scores on this question and some attained full marks for content, many scored low marks for expression.

The challenges which candidates experienced with the question are as follows.

- Some candidates had strong language skills but very limited content and tended to bluff their way through the question rather than demonstrate sound knowledge of required content and the ability to apply it to the question.
- There were many instances of students writing speeches rather than explaining how they would go about preparing for and delivering the presentation.

- Some candidates confused *language techniques* with *non-verbal communication* as they often presented answers for the former which were actually forms of the latter, and they could not explain how the latter functions. Candidates' weakness in understanding jargon of the subject also extended to terms like *proxemics* and *chronemics*, which they used as umbrella terms, and of which they provided inaccurate examples.
- Many responses lacked basic elements of organization such as an introduction and a conclusion. Where these were present, they were often not well done. Additionally, many essays demonstrated a lack of transitional phrases or topical connections between and within paragraphs and the information presented was often either undeveloped or underdeveloped, with definition of concepts preferred to discussion and application.
- Many candidates did not seem to understand the term *digital technology*. Several just spoke to technology and did not give consideration to the first word in the term, *digital*. Further, though a distinction between primary and secondary sources was not required for the question, many responses revealed a lack of ability to differentiate between the two.

As a final note, teachers should caution their students to guard against the use of stock phrases and clichés in their writing. Additionally, students should be encouraged to focus on the question asked, rather than on what they prepared most for or what they would have liked to be asked.

Paper 031 – School-Based Assessment

This paper is subject to moderation by remarking of a maximum of five sample portfolios from each of the schools doing Communication Studies. Candidates/schools continue to show most of the weaknesses pointed out in previous reports, including last year's.

Candidates are required to present for the moderation exercise: a general introduction, a reflection, and an analysis.

Problems encountered this year

Last year's report substantially applies to this year's performance but it is useful to highlight some of the problems encountered again this year.

- One of the problems which we are still being confronted with is plagiarism. Every year the examining team makes recommendations to teachers to be more vigilant, but the problem persists. Portfolios are easily available online and candidates are looking for them and appropriating them with minor changes, so teachers need to check the authenticity of what is submitted to them.
- Another issue is inaccurate completion of the moderation forms. Teachers need to ensure that these forms are accurately completed so as to improve the reliability of the overall marking process.
- We have also noticed a decline in the quality of some of the portfolios submitted. In all the various sections, there are serious issues with the interpretation of the topic, as well as with the mechanics and use of Caribbean Standard English grammar. Many candidates have a superficial understanding of the topics that they have chosen to explore and, as a result, their reflective pieces are lacking in detail and depth of treatment, especially in the analytical section. Too many candidates are not sufficiently conversant with the elements of this Section, namely, attitudes to language, dialectal variation, and communicative behaviours.

- Teachers are advised to use more teaching aids such as videos and sample pieces to demonstrate what is required in the portfolio.

Other Observations

We repeat here some of the observations made last year.

- When the automated selection process results in the selection of a sample that does not contain all the areas to be moderated, the next lowest sample should be sent. The areas of the sample that are moderated are the introduction, the preface, the reflection, and the analysis. Therefore, when the sample does not contain these, moderation is rendered meaningless.
- The relevant candidates should be advised that there is no advantage to them to use obscene language in their work or provide graphic accounts of sexual activity.
- Teachers should ensure that their students understand the difference between the theme and the topic of the portfolio. For example, if students are considering the theme 'Tourism', they should select a specific aspect/topic like 'the economic benefits' or 'the environmental impact'. The topic is a component of the theme, and only one is needed for the portfolio.

Teachers should ensure that the figure in the total column is correct.

Paper 032 – Alternative to School-Based Assessment (SBA)

This Paper is done by private candidates who do not present an SBA; it consists of three essay questions — one per module. Each question was marked out of 20. Performance on this paper gives cause for serious concern. Candidates typically do poorly on this paper each year but this year the number scoring Grades I–III declined sharply from 14 per cent in 2015 to 4 per cent, with no candidate achieving Grade I. The performance indicated that neither teachers nor candidates seem to be conversant with the requirements of the syllabus. The comments on last year's performance are just as pertinent to this year's performance.

The majority of candidates were unable to write coherent summary pieces. They were greatly challenged to evaluate information by reference to strategies used by the writer. They lacked the requisite analytical skills for analysis of the extracts in terms of purpose, dialectal variation, register, communicative behaviours, and strategies and they had little command of content, which they organized and expressed quite poorly.

A repeated recommendation remains: there is an urgent need for responsible interventions in the training of private candidates and their teachers in all aspects of the syllabus. The detailed performance for each question are described below.

Section A – Module 1: Gathering and Processing of Information

Question 1

This question was based on an extract adapted from *The Daily Express, Section 2, Monday 19 November 2007* and required the candidates to provide a 65-word summary of the extract and a 150-word evaluation of the factors that help to establish the validity of the information. The mean was 7.95 or approximately 40 per cent. This was the lowest on the paper.

With respect to content, the following observations were made by the examiners:

- Too many candidates were unable to constantly identify the key ideas to formulate a concise summary.
- Too many candidates demonstrated limited ability to paraphrase and, therefore, used phrases from the extract verbatim.
- While some candidates were able to identify some evidence of validity, they lacked competence in formulating a clear explanation of the effectiveness of same.

With respect to organisation

- The candidates generally did not respond in the expected essay format.
- Quite a number of them merely listed their responses and so did not offer detailed explanations of validity.
- Most summaries lacked coherence; transitions were hardly used.
- While many candidates identified key points in their summary, they also injected personal views, injuring their responses with irrelevance.

With respect to expression, too many candidates' use of CSE suffered from the following:

- weak sentence structure
- lack of sentence variety
- incorrect subject-verb disagreement
- poor word choice
- incompetent use of tense
- very unsatisfactory use of punctuation marks.

Section B – Module 2: Language and Community

Question 2

The question was based on an extract adapted from "Smiley Stories: The Big Donkey Mosquito Affair in Nevis", *Nonsense in Nevis by Amba Trott*, pp. 13-14. It required the candidates to write a 300-word analysis of dialectal variation and communicative behaviours. The mean was 8/15 or approximately 41 per cent.

The following observations were made by the examiners.

- Many candidates have learnt terms pertinent to Communication Studies, for example, *acrolect*, *mesolect*, and *basilect*, but did not apply them to the demands of the question.
- Many of the answers given were limited in content.
- Many candidates gave a history of how Caribbean languages were formed but very little of it was relevant to what the question asked for.
- Many candidates had an unsatisfactory concept of the term *register*. They defined the term and gave an historical perspective on it, even though the question did not ask for anything on register.

- Many candidates confused the terms *dialectal variation* and *communicative behaviours*, using each for the other.

Section C – Module 3: Speaking and Writing

Question 3

This question was based on an extract from *Unit 6 – Peers and Youth Culture, Adolescent Psychology 04/05, Fourth Edition*. It required the candidates to write a 250-word essay discussing the writer's purpose and argument, the intended audience, and three suitable contexts for the extract. The mean of 8.21 was fractionally the highest on the paper.

In their responses to the question, many candidates experienced three main challenges. One is that, although they used a purpose verb, they did not choose one that captured the essence of the writer's purpose. A second is that they could not provide an audience other than parents. The third is that they were completely ignorant of the concept of *context* as situation or setting, with some seeing it as 'rhetoric'.

In general, too many candidates showed a lack of guidance regarding the nature and content of the syllabus, rambling and guessing their way through the questions. Far better preparation is necessary on every level, and the greatest need seems to be for the teachers of these private candidates to become knowledgeable about the content of the syllabus and to acquire professional pedagogical training.

Conclusion

Recommendations have been provided in the different sections of this report to help teachers improve their practice, and these should be associated with the teaching and learning activities suggested in the new syllabus. In particular, teachers are urged to expand their knowledge of the three modules by reading more intensively and extensively, devoting time for reflection on the new knowledge gained from such reading, and trying out new research-based methods of delivering their content.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®**

MAY/JUNE 2018

COMMUNICATION STUDIES

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GENERAL COMMENTS

The Communication Studies examination comprised four papers as outlined below.

- Paper 01 — Multiple Choice
- Paper 02 — Essay
- Paper 031 — School-Based Assessment
- Paper 032 — Alternative to School-Based Assessment

These four papers assessed candidates' knowledge, understanding and competence in the following modules.

- Module 1 — Gathering and Processing Information
- Module 2 — Language and Community
- Module 3 — Speaking and Writing

In 2018, approximately 15 300 candidates sat the examination a figure consistent with that of 2017. For the fourth year in a row, over 97 per cent of candidates achieved Grades I–V in the subject.

From the results, it appears that more and more teachers are heeding our advice on teaching strategies. This, however, does not seem generally applicable to those private candidates who write Paper 032 in lieu of the School-Based Assessment. The performance of these candidates continues to be below the expected standard.

DETAILED COMMENTS

Paper 01 — Multiple Choice

Paper 01 consisted of 45 multiple-choice questions. The first seven questions on this paper tested candidates' listening comprehension skills. The score on the paper was weighted up to 90. This year, the weighted mean was 62.75 out of 90 or approximately 70 per cent, representing a marginal increase over 2017 when the mean was 68 per cent. The mean raw score on Module 1, Gathering and Processing Information, was 8.81 or 70 per cent. On Module 2, Language and Community, 10.20 or 73 per cent and on Module 3, Speaking and Writing, 10.27 or 73 per cent.

Paper 02 — Essay

Paper 02 consisted of three sections corresponding to the three modules, each with one compulsory essay-type question. The mean on this paper was 51 per cent. This represents a decrease over 2017 when the mean was 57.60 per cent.

Section A — Module 1: Gathering and Processing Information

Question 1

This question was based on an extract adapted from a blog on teenage sexting by Stephen Balkham, <http://blog.pcpandora.com/2009/03/27>. It required candidates to write a 500-word essay in which they were to state the writer's main point, identify the writer's purpose, and discuss organizational strategies and language techniques used by the writer to achieve his purpose. The mean of 14.36 or approximately 57 per cent represented a marginal increase over 2017 when it was 54 per cent. The mean for this question was the highest on this paper.

Many candidates, generally, were able to differentiate between the *main point* and *purpose* but there were still too many who incorrectly expressed the main point in purposive terms. Indeed, some of these latter candidates conflated both concepts and did not express themselves clearly. They were not able to produce the elementary frame *The main point is ...* or *The main point is that ...* or *The writer's purpose is to ...* For the purpose in particular, many candidates automatically used the basic purpose verb 'to inform' and ignored more meaning-specific verbs like *sensitize*, *educate* or *highlight*. Teachers need to remind students that often the main point is not a sentence that can simply be pulled from the passage but may be a synthesis of ideas or it may have to be inferred.

Although the format for this question has remained the same for many examination cycles, there was still a small but significant number of candidates who were still unable to correctly identify organizational strategies and language techniques in the text. There seems to be a genuine confusion of meaning between the *rhetorical question* (which is a question asked for effect where an answer is not supplied or expected) and *hypophora* (which is a figure of speech in which a writer raises a question, and then immediately provides an answer to that question). There was also some confusion of the terms *compare* and *contrast*. A general weakness is the fact that many candidates robbed themselves of valuable marks by first correctly identifying the relevant strategies and techniques but subsequently failed to adequately explain how these strategies or techniques impacted the achievement of the writer's purpose. Some responses just copied long stretches of information from the text without specifically identifying and commenting on specific strategies or techniques.

Additionally, there are still many candidates who are uncertain of what constitutes organizational strategies and language techniques, and hence wasted much time analysing generic features of discourse related to the structure of the essay (sentence, introduction, body, and conclusion) and punctuation (full stop, commas, hyphen). This suggests that while they understood the broad outline of argumentative and expository essays, they were not conversant with the structure of discourse written in those two modes. Teachers need to focus on correcting this misconception where it exists.

Where candidates misidentified an organizational strategy as a language technique or vice versa, they were not awarded marks. Candidates should therefore be very specific in naming organizational strategies and language techniques, and should develop these in

discrete paragraphs. These paragraphs should be introduced with appropriate topic sentences and subsequent paragraphs linked to previous ones through appropriate transitional and topical devices. By failing to so organize their responses to the various tasks in the question, a significant number of candidates failed to optimize the mark they could score for organization.

Teachers are encouraged to note and plan remedial strategies to correct the following deficiencies observed among weaker candidates:

- Inability to differentiate between organizational strategies and language techniques
- Confusing generic features of discourse with organizational strategies and language techniques
- Failure or refusal to adequately comment on or discuss how the strategies and techniques identified facilitate the writer's achievement of his purpose
- Failure to organize their responses with clarity and coherence which include clearly stated topic sentences, relevant supporting details, use of transitions and connectives, and effective introductions and conclusions
- Waffling by generalizing their use of the terms *strategies* and *techniques*, without identifying any specific ones so examiners could not be sure which concepts were being discussed in various paragraphs

The essay is marked for *content*, *organization*, and *expression*, with *content* carrying a maximum of ten marks, and the other two categories carrying seven and eight marks, respectively. The mark scheme allows for candidates to be weak in *content*, for example, but to be better in one or both of the other two categories. It is therefore advisable for teachers to pay more attention to matters of organization (for example, introduction, conclusion, paragraph development and sequencing, transitions within and between paragraphs) and expression (for example, punctuation, spelling, consistent use of tense, rules of concord in the use of language, avoiding sentence fragments, and use of continuous prose).

Teachers are encouraged, in preparing candidates for this question, to ensure that they

- can differentiate between the concepts of *main idea* and *purpose*
- can differentiate between *organizational strategies* and *language techniques*
- can discuss how each strategy or technique identified helps the writer to achieve his/her purpose
- avoid confusing generic features of discourse with organizational strategies and language techniques when such are not deployed in some purposive way by the author to achieve some predetermined effect
- structure the essay by providing an introduction, a body of well-developed cohesive paragraphs, structural and semantic connections between paragraphs, and a conclusion
- understand the organizational strategies and language techniques normally associated with descriptive, narrative, argumentative and expository types of discourse

- explore the different textbooks on the market for a fuller understanding of the syllabus.

Section B — Module 2: Language and Community

Question 2

The extract was based on a short story from *Miguel Street* by V.S. Naipaul and told the story of a painter named Edward who was upset when he did not win a prize in a poster competition. After his loss, he berated all things Trinidadian. Candidates were required to write an essay in no more than 500 words that discussed three dialectal variations used in the extract, comment on three communicative behaviours displayed by Edward and describe four ways in which Edward's contempt for his homeland could be dramatized in a video presentation. The mean on this question of 10.49 or approximately 50 per cent was the lowest on the paper.

Although the responses indicated that most candidates understood the extract, a significant number of them obviously did not and, hence, surmised that Edward was an American. This error led to incorrect responses on some parts of the questions, especially Part (b). A few candidates confused the American sentry for Edward.

In response to Part (a), candidates could have made reference to any three of the following dialectal variations — Standard English, Caribbean Creole English, Foreign English (American English being the variation) and Profane English. A few candidates presented a general discussion of the language situation in the Caribbean instead of identifying the actual dialectal variations and the characters who used them.

To score the maximum allocated marks, candidates had to both identify three dialectal varieties and give appropriate examples of each. Many candidates were of the mistaken impression that the acrolect, mesolect and basilect, stages of the Post Creole Language Continuum, were separate dialectal variations. Teachers must make it clear to students that these points/stages on the Creole Continuum are sometimes blurred but collectively constitute Caribbean Creole English. Hence, candidates could also have correctly referred to these stages as 'Creole'. This basic misunderstanding led to many candidates not scoring the full three marks.

Added to this was the fact that while some candidates identified the correct variations, the examples chosen to illustrate their answers were incorrect. One common error was the response given as an example of the Standard English variety. Many students selected "I was stupid to send in anything I paint with my own hands for Trinidad people to judge" as an example of Standard English, which is obviously grammatically unsound for Standard English. In the future, teachers should stress the different dialects of English found in the English-speaking Caribbean: Standard English, Creole English, Erudite English, Colloquial English, Rasta English, Profane English, Foreign English and Radio and Television English, and acquaint students with appropriate examples of the variations. Caribbean short stories and poems will provide, for students, a plethora of examples of such dialects in use. Teachers are also advised to rivet in their students' minds that the term *dialect* is not a Caribbean

dialectal variation, nor is any other pejorative misnomers such as *Broken English*. Dialect refers to any variety of a spoken/written language, that is, Standard English is a dialect of English, as is Creole English.

Part (b) required students to identify three communicative behaviours shown by Edward. This task proved challenging for a significant number of candidates, many of whom did not seem aware that communicative behaviours are the same as non-verbal behaviours. These candidates simply gave examples of verbal responses from the extract for the answers. The following is an expected answer for this section:

A communicative behaviour shown by Edward was when he returned to Miguel Street “swaggering,” which indicated his pride in having had a conversation with the American sentry.

Well-prepared candidates were also able to identify that this communicative behaviour was an example of kinesics. Some candidates incorrectly gave the communicative behaviours of other characters in the extract including the sentry. At this level, it is expected that candidates will read carefully to verify the requirements of the question before writing an answer.

Part (c) was the most challenging for candidates and was the segment that received the lowest scores in this question. Candidates were asked to describe four ways in which Edward’s contempt for his homeland could be dramatized in a video presentation. To effectively accomplish this task, candidates were required to describe elements of Edward’s actions and speech that are specifically stated in the excerpt or which can be reasonably imagined based on what is specifically stated. Answers to this section of the essay showed that many candidates were being drilled for this section as many of the responses spoke about humour, which had been asked in previous years but was not relevant to the current examination. Weaker candidates offered answers including Power Point presentations, skits, songs, poems and slides as parts of a dramatization, indicating a poor understanding of what was expected here. Candidates were expected to use the incidents of the narrative to show how the video would assist an observer in hearing and/or seeing Edward’s contempt for his homeland. Viable answers included the following:

After not placing in the poster competition, Edward could show his contempt for Trinidad by displaying a facial expression that shows disdain such as a smirk or a scowl.

Edward could scornfully point out the size of the roads in Trinidad by using his hands to make an expansive gesture to compare how small these are in relation to roads in America.

Teachers are advised to adhere to the recommendations contained in the subject reports to guide their teaching since composing an essay continues to be a challenging skill for numerous students. Teachers need to continue to hone both their essay-writing knowledge and their essay-teaching skills. Emphasis should be placed on the structure of expository essays, especially on fundamental topics such as

- i. writing effective introductions
- ii. clearly expressing controlling ideas
- iii. using relevant evidence to illustrate each topic sentence or controlling idea
- iv. making a paragraph cohesive
- v. making transitions from paragraph to paragraph
- vi. writing effective conclusions.

With regard to expression, many candidates demonstrated weakness in their attempts at

- i. subject/verb agreement
- ii. selecting and consistently using the right tense
- iii. controlling complex syntax
- iv. choosing appropriate diction
- v. spelling words correctly
- vi. punctuating correctly
- vii. using the appropriate register/level of formality.

Section C — Module 3: Speaking and Writing

Question 3

This question required candidates to imagine that they are the president of the Inter-Faith College Fellowship and to discuss the appeal(s) that they would use in customizing two promotional strategies to encourage students and faculty members to join a programme to assist street people in their town/city. Additionally, candidates were required to briefly explain the language registers to be used in appealing to both target audiences and to outline a timetable of events to be undertaken in the programme. This was to be done in an essay of no more than 500 words. The mean of 12.89 or 52 per cent represents a decrease over 2017 when it was 60 per cent.

Most candidates demonstrated some degree of comfort in discussing the main task of customizing strategies for the two target audiences and hence many scored their best mark on this question. There were, however, a number of pronounced weaknesses that prevented even the stronger candidates from attaining top marks.

The main challenges, which candidates experienced with the question, were as follows:

- Most candidates did not seem to be knowledgeable about rhetorical appeals used in argumentation and in message creation in different communication contexts. Many narrowly interpreted the concept of appeal to mean that which is relevant to the techniques used in advertising a product. Most of the candidates who made reference to rhetorical appeals in their responses cited pathos or emotional appeal. Most did not seem to know about the two other types, namely logos or logical appeal and ethos or credibility/ethical appeal. Some candidates only made passing reference to the rhetorical appeals without linking the appeal to any promotional strategy or explaining how the strategy identified would appeal to the audience's

emotions, their sense of logic or their belief in the message based on the trustworthiness of the source of the message.

- While most candidates were able to identify appropriate language registers to be used with each of the target audiences, some candidates made reference to 'high', 'low', 'upper' and 'semi-formal' registers which were not considered to be acceptable responses. Teachers need to remind students that the list of acceptable registers include formal, frozen informal, casual, private and consultative. Very few of those who cited frozen or intimate register were able to adequately explain how these two types could be satisfactorily used in the appeals to the two target audiences. A few candidates misinterpreted register to mean attendance register and significant numbers confused language registers with dialectal variations.
- A large number of the candidates only gave a listing of events to take place instead of a properly organized timetable of events integral to the campaign which were to take place.

Part (b) required candidates to identify and discuss promotional strategies which could win the support of the two target audiences. Acceptable strategies include incentives, celebrity endorsements, promotional novelties, face-to-face meetings, seminars and presentations. Many of the responses showed a high level of arbitrariness in selection of strategies for such a formal/professional type of activity. Some candidates could only think of entertainment events related to dancehall/calypso culture and a few proposed inappropriate and far-fetched strategies such as playing video games. Teachers need to invest the time in discussing the extent to which the levels of formality of an event in a campaign ought to influence the choice of promotional strategies.

There were those candidates who failed to read the stem of the question carefully which led to them misreading and misinterpreting the intended audience, hence regarding *the homeless* as one of the audiences. This error resulted in a significant loss of marks on this question.

Some of the challenges and weaknesses with regard to responses to this part of the question included the following:

- Some candidates ended up creating a speech instead of writing an essay in which they discussed the proposal.
- A significant number of candidates did not attempt this question at all or simply ran out of time and so could not complete it.
- Some candidates had strong language skills but very limited content and tended to bluff their way through the question rather than demonstrate sound knowledge of the required content and the ability to apply this knowledge to the question.
- Many responses lacked basic elements of organization such as an introduction and a conclusion. Where these were present, they were often not well written. Additionally, many essays demonstrated a lack of transitional phrases or topical connections between and within paragraphs, and the information presented was often either undeveloped or underdeveloped, with definitions of concepts preferred to discussion and application.

Paper 031 — School-Based Assessment

This paper involves the moderation/remarking of samples of students' portfolio work completed during the school year and initially graded by teachers. For the 2018 SBA marking exercise, the examiners were not given five samples per school as was done in previous years. Instead, a computer generated random selection process was used which allowed individual samples to be selected and marked. This was useful as individual comments were posted to each portfolio, specific to the teacher who marked it, thus ensuring that all issues that were present were dealt with on an individual basis

Problems Encountered

There are certain problems that persist from year to year and which adversely affect the performance of students writing this examination. The following represent the main problems adversely affecting students' performance:

- SBA samples are still being uploaded without the required moderation sheets. In the absence of the moderation sheets, examiners are unable to determine the mark that the teacher (first marker) awarded for the Exposition section of the portfolio. Since the Exposition section is valued at 16 marks, its omission by teachers places their students at a significant disadvantage because it causes the final moderated mark to be considerably lower than what the student should have scored.
- Teachers should ensure that students understand the difference between the theme and the topic of the portfolio. For example, if students are considering the theme Tourism, they should select a specific aspect/topic like 'the economic benefits' or 'the environmental impact'. The topic is a component of the theme, and only one is needed for the portfolio.
- Many schools are, unfortunately, still using the old syllabus, so students are being guided to include a Rationale instead of a General Introduction as part of their portfolio. Since the requirements of the Rationale are different from those of the General Introduction, students thus affected end up losing marks.
- Some students are not properly guided in the selection of their portfolio topics. An inappropriate topic selection most often results in the Reflective piece being less creative and more information based. This adversely affects the student's final grade. Teachers are reminded that the topic of the Expository section should not be used as the general portfolio theme. This is inappropriate since the expository topic is narrowed and delimited while the general portfolio theme should be broad enough to accommodate the various treatments in the reflective and analytical sections.
- Many portfolios followed a Sociology or Caribbean Studies format, thus causing the examiners to lower the final award of marks for a lack of creativity in the Reflective section.
- Many students did not ensure that the Reflective piece contained the language elements (dialectal varieties, language registers, communicative behaviours and attitudes to language) necessary for the analytical section. As a consequence, their analytical section suffered greatly as these students tended to spend more time defining the elements of language rather than explaining and justifying their use and

purpose. Too many students were not sufficiently conversant with the elements of language required for the analytical section and, in some cases, the examples offered to illustrate these elements were simply incorrect.

- Many teachers did not follow the marking rubric and awarded full marks in several instances where the rubric did not support such marks. This naturally resulted in students' marks being revised downwards by the examiners.
- While there has been a decline in the number of portfolios detected to be plagiarized, this problem persists. Teachers are encouraged to be vigilant as sample portfolios are easily available online and students are looking for them and appropriating them with minor changes.
- Teachers are advised to use more teaching aids such as videos, sample pieces and relevant sections of some textbooks to demonstrate what is required in the portfolio.

Paper 032 — Alternative to School-Based Assessment (SBA)

This paper is done by private candidates who do not present an SBA portfolio. It consists of three essay-type questions — one per module. Each question carries a weighting of 20 marks. Performance on this paper gives cause for serious concern. Candidates typically do poorly on this paper each year but this year the mean was 30.21 or 50 per cent, representing an increase over 2017 when the mean was 25.02 or 42 per cent.

The majority of candidates were unable to write a coherent summary by differentiating main points from supporting details. They were greatly challenged to evaluate information by referring to the validity and reliability of the information presented. They lacked the requisite analytical skills necessary to comment on a sample of language in terms of purpose, dialectal variation, register, communicative behaviours and strategies. Such analytical responses typically demonstrated a very tenuous grasp of content, and a weak command of organization and expression skills.

There is an urgent need for responsible interventions in the training of private candidates and their instructors in all aspects of the syllabus. Detailed comments on candidates' performance on each question are given below.

Section A – Module 1: Gathering and Processing Information

Question 1

This question was based on an extract entitled "Biometrics: Use and Abuses" adapted from www.schneier.com/essay/archives/1999/08. It required candidates to summarize the key points of the extract, identify the intended target audience and features of the extract which suit this audience, briefly discuss what the writer hopes to achieve and briefly explain two suitable communication contexts for dissemination of the information. The mean was 11.97 out of 20 or approximately 60 per cent. This represented the highest mean on the paper.

With respect to content, the examiners made the following observations:

- Too many candidates were unable to clearly and definitively identify the key ideas to formulate a concise summary.
- Too many candidates demonstrated limited ability to paraphrase and, therefore, used phrases from the extract verbatim.
- While most candidates were able to identify appropriate target audiences, some struggled to identify features of the extract which made it suitable for the audience.
- Other candidates could offer no clear explanation of why the information would be suitable for the two other communication contexts which Part (d) required them to identify.

With respect to organization, the following were noted:

- Candidates generally did not respond in the expected essay format.
- Quite a number of candidates merely listed their responses and so did not offer detailed explanations of the writer's purpose or the suitability of the extract for the target audience or of communication contexts.
- Most summaries lacked coherence; transitions were hardly used.

With respect to expression, many candidates' use of Caribbean Standard English suffered from the following:

- Weak sentence structure — frequent use of sentence fragments
- Lack of sentence variety
- Incorrect subject–verb disagreement
- Poor word choice
- Incompetent use of tense
- Very unsatisfactory use of punctuation marks

Section B — Module 2: Language and Community

Question 2

The question was based on an extract adapted from Herbert Delisser's *The White Witch of Rosehall*. It required candidates to write a 300-word analysis of two language registers used, two dialectal varieties evident in the extract and comment on how a video presentation of the extract could highlight the miscommunication and tension of the scene. The mean of 8.39 or approximately 42 per cent was the lowest on the paper.

The following observations were made by the examiners.

- Many candidates have learnt terms pertinent to Communication Studies, for example, *acrolect*, *mesolect* and *basilect*, but did not apply them to the demands of the question.
- Many of the answers given were limited in content.
- Many candidates gave a history of how Caribbean languages were formed but very little of this history was relevant to what the question asked for.

- Many candidates had an incorrect concept of the term *register*. They defined the term and gave a historical perspective on it, even though the question did not ask for anything on register.
- Many candidates confused the terms *dialectal variation* and *communicative behaviours*, using them interchangeably.

Section C — Module 3: Speaking and Writing

Question 3

This question was based on an extract adapted from Kathleen Baird-Murray's article, "Can social media help to improve our mental health?" which was published in the *Financial Times*, 2 August 2017. It required candidates to write a 250-word essay discussing the intended audience, what the writer hopes to achieve and two alternative contexts through which the information could be communicated. The mean on this question was 9.85 or 49 per cent.

While most candidates were correctly able to identify appropriate target audiences, their responses to the question generally revealed two main challenges. The first was that their identification of a purpose verb tended to be general (for example, to inform or highlight) and hence did not precisely capture the essence of the writer's purpose. The second was that many did not offer a brief explanation as to why the information was suitable for the target audiences identified.

In general, too many candidates showed a lack of guidance regarding the nature and content of the syllabus, rambling and guessing their way through the questions. Far better preparation is necessary on every level, and the greatest need seems to be for the instructors of these private candidates to become knowledgeable about the content of the syllabus and to acquire professional pedagogical training.

Conclusion

Recommendations have been provided in the different sections of this report to help teachers improve their practice, and these should be associated with the teaching and learning activities suggested in the new syllabus. In particular, teachers are urged to expand their knowledge of the three modules by reading more intensively and extensively, devoting time for reflection on the new knowledge gained from such reading, and trying out new research-based methods of delivering content.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION[®]**

MAY/JUNE 2019

COMMUNICATION STUDIES

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GENERAL COMMENTS

The Communication Studies examination comprised four papers as outlined below.

- Paper 01 — Multiple Choice
- Paper 02 — Essay
- Paper 031 — School-Based Assessment
- Paper 032 — Alternative to School-Based Assessment

These four papers assessed candidates' knowledge, understanding and competence in the following modules.

- Module 1 — Gathering and Processing of Information
- Module 2 — Language and Community
- Module 3 — Speaking and Writing

In 2019, approximately 16 069 candidates sat the examination. For the fourth year in a row, approximately 97 per cent of candidates achieved Grades I–V, with the majority (55 per cent) achieving Grades I–III.

DETAILED COMMENTS

Paper 01 — Multiple Choice

Paper 01 consisted of 45 multiple-choice questions. The first seven questions tested candidates' listening comprehension skills. The score was weighted up to 90 and the mean score on the paper was 59.21 out of 90 or approximately 67 per cent. The mean weighted score on Module 1, Gathering and Processing Information, was 15.4 or 52 per cent. This represents an increase in performance for this module when compared with 2018. On Module 2, Language and Community, the weighted mean was 18.65 or 62 per cent. The weighted mean on Module 3, Speaking and Writing, was 18.67 or 62 per cent. The mean scores for both Modules 2 and 3 indicate a decline in performance when compared with 2018.

Paper 02 — Essay

Paper 02 consisted of three sections corresponding to the three modules, each with one compulsory essay-type question. Each question was marked out of 25 and the total weighted up to 150. The weighted mean on this paper was 75.86 out of 150 (approximately 51 per cent), a figure consistent with the 2018 performance.

Section A — Module 1: Gathering and Processing of Information

Question 1

The question was based on a newspaper article and required candidates to write a 500-word essay stating the writer's main point, identifying the writer's purpose, and discussing three organizational strategies and/or language techniques used by the writer to achieve his purpose. In addition, candidates were required to comment on the credibility of the information presented in the passage. This question had the highest mean of the three questions on the paper, that is, 13.49 out of 25, or approximately 54 per cent.

Generally, many candidates were able to differentiate between the main point and the purpose. However, a significant number of them incorrectly expressed the main point in purposive terms. Some of the candidates in the latter group conflated both concepts and did not express themselves clearly. They were unable to produce the elementary frame 'The main point is...' or 'The main point is that...' or 'The writer's purpose is to...'. Instead, many candidates automatically used the basic purpose verb 'to inform' and ignored more meaning-specific verbs like *sensitize*, *educate* or *highlight*. Teachers need to remind students that often the main point is not a sentence that can simply be pulled from the passage but may be a synthesis of ideas or may have to be inferred.

The part of the question which required candidates to discuss the writer's strategies and/or techniques was designed to facilitate candidates focusing their essay in the area they were stronger at handling. While this may have assisted some candidates, others ended up losing marks because they did not identify whether the methods they highlighted were strategies or techniques. In many other cases, candidate's responses to the question was poorly organized in the sense that the identification of strategy or technique was not listed in the expected places. Some candidates either provided the identification in the introductory paragraph alone or some other distance away from the paragraph in which the item was being discussed. For instance, it was sometimes only in the final paragraph that the responses may have stated 'the final strategy or technique is...' Examiners had to reread scripts to determine whether the responses had correctly classified the strategies and/or techniques mentioned. In a few cases, candidates interpreted the question to be asking them to provide four strategies and four techniques each.

A general weakness was the fact that many candidates robbed themselves of valuable marks by first correctly identifying the relevant strategies and techniques but subsequently failing to adequately explain how these strategies or techniques impacted the achievement of the writer's purpose. Some responses just copied long stretches of information from the text without identifying and commenting on specific strategies or techniques. This might be because some students remain unsure about the distinction between organizational strategies and language techniques. Teachers and students should be guided by the following:

- Organizational strategies refer to how the discourse is organized to achieve the writer's purpose. Such strategies include but are not restricted to the writer's use of statistics, sub-headings, expert opinion, authoritative sources, comparison, contrast, problem and solution

pattern, inductive or deductive reasoning, cause and effect, repetition, tables and graphics among others.

- Language techniques refer to those devices which a writer uses to enhance his message by highlighting or illustrating aspects of meaning. Such techniques include but are not restricted to the writer's use of literary devices, figures of speech and literary tropes. These are too numerous to itemize here but the teacher of Communication Studies will notice that common devices tend to be repeated on the examination.

It is hoped that this clarification will remove the uncertainty and confusion which cause some candidates to cite generic features of discourse related to the structure of the essay (sentence, introduction, body, and conclusion) and punctuation (full stop, commas, hyphen) as organizational strategies and language techniques. Teachers need to focus on correcting this misconception where it is found to exist.

Where candidates misidentified an organizational strategy as a language technique or vice versa, they would have lost marks. A significant number of candidates also failed to optimize the mark they could have scored for organization by failing to organize their responses to the various tasks in the question. Paragraphs should be introduced with appropriate topic sentences and subsequent paragraphs should be linked to previous ones through appropriate transitional and topical devices.

The final task in the question required candidates to comment on the credibility of the information presented in the passage. A significant number of candidates either got zero or one of two marks for this section because of some basic problems of misconception. These included the following:

- Candidates commented on reliability and validity instead of on credibility, which is what the question required. This is an area where basic confusion exists; teachers should ensure that they provide clarity for students.
- Claims were made about the credibility of the sources of information but these were not fully or adequately explained. For example, the statement 'the Gleaner checks the facts in articles before publishing' was made without any mention of or consideration for the fact that the article in question was an opinion piece.
- Some candidates overlooked the fact that an article could reasonably contain evidence of either positive or negative attributes in relation to credibility.
- Some candidates made the error of assuming that once sources are used in the article, such use constitutes credibility. As a result, they did not examine the veracity of the sources.

Teachers are encouraged to note and plan remedial strategies to correct the following deficiencies observed among weaker students.

- Inability to differentiate between organizational strategies and language techniques
- Failure to specifically name organizational strategies and/or language techniques, and develop a discussion of their uses in discrete paragraphs
- Confusing generic features of discourse with organizational strategies and language techniques

- Failure or refusal to adequately comment on or discuss how the strategies and techniques identified facilitate the writer's achievement of his purpose
- Failure to organize responses with clarity and coherence including clearly stating topic sentences, providing relevant supporting details, using transitions and connectives, and presenting effective introductions and conclusions.
- Waffling by generalizing the use of the terms *strategies* and *techniques* without specifically identifying them; examiners were therefore unsure which concepts were being discussed in various paragraphs.

The essay is marked for content, organization, and expression, with content carrying a maximum of ten marks and the other two categories carrying seven and eight marks respectively. The mark scheme allows for some credit to be given to candidates whose responses, for example, may have been weak in content but better in one or both of the other two categories. It is therefore advisable for teachers to pay more attention to matters of organization (for example, introduction, paragraph development and sequencing, transitioning within and between paragraphs, and conclusion) and expression (for example, punctuation, spelling, consistent use of tense, rules of concord in the use of language, avoiding sentence fragments and use of continuous prose).

As in previous years, teachers are encouraged to prepare students for this question by ensuring that students

- can differentiate between the concepts of *main idea* and *purpose*
- can differentiate between organizational strategies and language techniques
- know how to discuss the link between the strategies or techniques they identify and how these strategies or techniques help with the achievement of the writer's purpose
- avoid confusing generic features of discourse with organizational strategies and language techniques when such are not deployed in some purposive way by the author to achieve some predetermined effect
- structure the essay by providing an introduction, a body of well-developed, cohesive paragraphs, structural and semantic connections between paragraphs, and a conclusion
- understand the organizational strategies and language techniques normally associated with descriptive, narrative, argumentative and expository types of discourse
- explore the different textbooks on the market for a fuller understanding of the syllabus.

Section B — Module 2: Language and Community

Question 2

The extract was based on a short story by George Lamming which tells about a character called Snooker and the contradictory feelings he experiences as he prepares to attend a wedding. Candidates were required to write an essay in no more than 500 words that accounted for two dialectal variations used in the extract, to comment on two grammatical features of language used in the extract and on the effectiveness of two examples of nonverbal communication used in the extract. The mean of 11.96 or approximately 48 per cent was the lowest on the paper.

Although responses indicate that most candidates understood the extract, and most were able to correctly identify the dialectal varieties used in the passage, not many were able to give an acceptable justification for the use of these varieties in the given context. To score the maximum allocated marks, candidates had to both identify two dialectal varieties and give appropriate examples of each. Many candidates were of the mistaken impression that the acrolect, mesolect and basilect stages of the post-creole language continuum were separate dialectal variations. Teachers must make it clear to students that these points/stages on the creole continuum are sometimes blurred but collectively constitute Caribbean Creole English. Hence, candidates could also have correctly referred to them as *Creole*. This basic misunderstanding led to many candidates not scoring the full three marks. Teachers are also advised to clarify for students that the term *dialect* is not an acceptable Caribbean dialectal variation, nor is any other pejorative misnomers such as 'broken English'. Dialect refers to any variety of a spoken/written language, that is, Standard English is a dialect of English, as is Creole English.

The second cognitive task presented the most challenge to candidates and was the segment where they were awarded the lowest scores in this question. The most obvious area of weakness in candidates' responses was a confusion of general linguistic features with grammatical features. In the section of the question which required them to comment on grammatical features of the language used by the characters, candidates were generally unable to identify, explain and exemplify grammatical features. It was clear that students were not taught to clearly discriminate between the concepts and clarify the characteristics and differences. Most candidates tended to focus on the phonological features of the language used rather than on the syntactic features, such as the use of double negatives, front focusing and the zero copula structure. Candidate's responses demonstrated the greatest levels of proficiency in addressing the section or task which required them to comment on the effectiveness of two examples of nonverbal communication and subsequently they were awarded the highest scores. It is clear that the large proportion of candidates understood this task and gave acceptable responses.

Although many candidates demonstrated general competence in organization, properly organizing their responses continues to be a challenge to a significant number of them. Examiners observed lapses in the use of transitions and connectives (internal and global). Also, it was observed that too many candidates did not have a sound introduction for their essay. Some launched into the first section of the question in their first paragraph. In developing the body paragraphs of their responses, not all responses reflected the order in which the tasks were set out in the question. While more candidates had a concluding paragraph, there were still too many who did not include one.

Expression accounts for 8 of the 25 marks for each question on the examination. Unfortunately, many candidates demonstrated weakness in their attempts in the following areas:

- Subject/verb agreement
- Selecting and consistently using the right tense
- Controlling complex syntax
- Choosing appropriate diction
- Spelling words correctly
- Punctuating correctly
- Using the appropriate register/level of formality.

It should be noted that there seems to have been a general improvement in expression from previous years.

Finally, teachers are advised to adhere to the recommendations contained in the subject reports to guide their teaching, since composing an essay continues to be a challenging skill for numerous students. Teachers need to continue to hone both their essay-writing knowledge and their essay-teaching skills. Emphasis should be placed on the structure of expository essays, especially on fundamental topics such as

- writing effective introductions
- clearly expressing controlling ideas
- using relevant evidence to illustrate each topic sentence or controlling idea
- making a paragraph cohesive
- making transitions from paragraph to paragraph
- writing effective conclusions.

Based on candidates' responses to the second segment of the examination question, it is clear that teachers themselves need to have refresher courses in the grammatical features of the Caribbean Creole languages. It cannot be taken for granted that teachers are aware of the Creole grammar just because they know Standard English grammar. Creole is a language in its own right and has its own unique grammatical features. This is not to be confused with the phonological and morphological features. Also, teachers need to help students differentiate between linguistic features which refer to the *holonym* or generic features of a language as opposed to the *meronym* or specific constituent part of the language such as its grammatical features.

Section C — Module 3: Speaking and Writing

Question 3

This question required candidates to propose and discuss, as imagined local school representatives of a Travel and Earn Programme, a plan of action to promote the programme to students and parents. Candidates were expected to include in the discussion three rhetorical appeals they would use to convince reluctant persons and three promotional strategies for communicating the message to their target audiences. Additionally, candidates were required to choose one target audience and briefly explain one language register and one dialectal variety which would be appropriate in appealing to the chosen audience. This was to be done in an essay of no more than 500 words. The mean was 12.48 or 50 per cent.

Candidates in general responded well to the stimulus in the question. Of the three questions on the examination, this question recorded the longest responses. A significant number of candidates demonstrated some degree of comfort in discussing the customization of strategies for the two target audiences and in justifying their selection of language registers and dialectal variety for the chosen target audience. Hence, many scored their best mark on this question. However, there were a number

of pronounced weaknesses which prevented even the stronger candidates from attaining top marks for content, organization or expression.

For Part (a), the main challenges which candidates experienced with the question were as follows:

- Most candidates did not seem to be knowledgeable about rhetorical appeals used in argumentation and in message creation in different communication contexts. Many misinterpreted *rhetorical appeals* to mean 'rhetorical questions' and hence scored no marks on this task. Some, unsure of what the term meant, simply ignored the task regarding rhetorical appeals and restricted their answers to commenting on promotional strategies, languages and dialectal varieties. Others narrowly interpreted the concept of appeal to mean that which is relevant to the techniques used in advertising a product, for example, *bandwagon appeal*. While it is clear that most candidates who answered the first section of the question understood *logos* and *pathos appeal*, many did not seem to understand *ethos appeal* and did not even mention it. There was basic confusion among some of those who correctly identified the rhetorical appeals. Significant numbers confused ethos appeal with emotional persuasion. Other candidates only made passing reference to the rhetorical appeals without either linking the appeal to any promotional strategy or satisfactorily explaining how the strategy identified would appeal to the audience's emotions, their sense of logic or their belief in the message based on the trustworthiness of the source of the message.
- While most candidates were able to identify appropriate language registers to be used with each of the target audiences, some candidates made reference to 'high', 'low', 'upper' and 'semi-formal' registers which were not accepted by the examiners. Teachers need to remind students that the list of acceptable registers include *formal*, *frozen informal*, *casual*, *private* and *consultative*. Very few of those who cited *frozen* or *intimate register* were able to adequately explain how these two types could be satisfactorily used in the appeals to the two target audiences. Unfortunately, there were still a few candidates who misinterpreted register to mean attendance register and significant numbers are still confusing language registers with dialectal variations.

Part (b) required candidates to identify and discuss promotional strategies which could win the support of the target audiences. Acceptable strategies include *incentives*, *celebrity endorsement*, *promotional novelties*, *face to face meetings*, *seminars and presentations*. Many of the responses showed a high level of arbitrariness in the selection of strategies for such a formal/professional type of activity. However, a few candidates referenced inappropriate and far-fetched strategies such as 'playing video games'. Teachers need to invest time discussing the extent to which the levels of formality of an event in a campaign ought to influence the choice of promotional strategies.

There were those candidates who failed to read the stem of the question carefully which led to them misreading and misinterpreting the purpose and intended audience for the message created. Hence, a significant number of candidates spent much time in commenting on the merits of the Earn and Travel Programme without addressing the tasks in the question. This error resulted in a significant loss of marks on this question for some candidates.

The main challenges candidates experienced in Part (a) were as follows:

- There were some candidates who, instead of writing an essay to discuss the proposal, ended up creating a speech.
- A noticeable number of candidates did not attempt this question at all or simply ran out of time and so could not satisfactorily complete it.
- Some candidates had strong language skills but very limited content and tended to bluff their way through the question rather than demonstrate sound knowledge of required content and the ability to apply it to the question.
- Many responses lacked basic elements of organization such as an introduction and a conclusion. Where these were present, they were often not well-written. While there is an improvement in the numbers of candidates whose responses demonstrate adequate use of transitional phrases or topical connections between and within paragraphs, there are still too many whose work illustrate information which is either undeveloped or underdeveloped in terms of supporting details. Teachers need to emphasize and insist on the basics of good essay writing, specifically developing their ideas in paragraphs. Some candidates listed in numbered or bulleted form the ideas presented in their essay.

Paper 031 — School-Based Assessment

This paper involves the moderation/remarking of samples of students' portfolio work completed during the school year and initially graded by teachers. Random sampling was used to select the portfolios for the 2019 E-SBA marking exercise. This was useful as individual comments were posted to each portfolio and specific to the teacher who marked them, thus ensuring that all issues that were present were dealt with on an individual basis.

With minor variations, the perennial problems associated with the marking of this component of the examination persisted and hence this report will essentially be a repeat of previously made comments on deficiencies.

Problems Encountered

There are certain problems that persist from year to year and which adversely affected the performance of students writing this examination. The following represent the main problems adversely affecting students' performance:

- SBA samples were still being uploaded without the required moderation sheets. In the absence of moderation sheets, examiners were unable to determine the mark which the teacher (first marker) awarded for the exposition section of the Portfolio. Since the exposition section is valued at 16 marks, its omission by teachers placed students at a significant disadvantage because it resulted in a final moderated mark which was considerably lower than what the student could have scored.

- The areas of the sample that are moderated are the introduction, the preface, the reflection, and the analysis. Therefore, where the sample did not contain these, the moderation was rendered meaningless.
- Teachers should ensure that students understand the difference between the theme and the topic of the portfolio. For example, if students are considering the theme 'Tourism', they should select a specific aspect/topic like 'The Economic Benefits' or 'The Environmental Impact'. The topic is a component of the theme, and only one is needed for the portfolio.
- Many schools were unfortunately still using the old syllabus, so they guided students to include Rationale instead of General Introduction as part of their portfolio. Since the requirements of the Rationale are different from those of the General Introduction, students thus affected ended up losing marks.
- Some students were not properly guided in the selection of their portfolio topics. An inappropriate topic selection most often results in the reflective piece being less creative and more information-based. This adversely affected the student's final grade. Teachers are reminded that the topic of the expository section should not be used as the general portfolio theme. This is inappropriate since the expository topic is narrowed and delimited while the general portfolio theme should be broad enough to accommodate the various treatments in the reflective and analytical sections.
- Many portfolios followed a Sociology or Caribbean Studies format, thus causing the examiners to lower the final award of marks for lack of creativity in the reflective section.
- Many students did not ensure that the reflective piece contained the language elements (dialectal varieties, language registers, communicative behaviours and attitudes to language) necessary for the analytical section. As a consequence, their analytical section suffered greatly, as these students tended to spend more time defining the elements of language rather than explaining and justifying their use and purpose. Too many students were not sufficiently conversant with the elements of language required for the analytical section and in some cases, the examples offered to illustrate these elements were simply incorrect.
- Many teachers did not follow the marking rubric and awarded full marks in several instances where the rubric did not support such marks. This naturally resulted in students' marks being revised downward by the examiners.
- While there has been a decline in the number of portfolios detected to be plagiarized, this problem persists. Teachers are encouraged to be vigilant as sample portfolios are easily available online and students are looking for them and appropriating them with minor changes. Teachers and students should know that the examiners are aware of these portfolios and are on the lookout for them.
- It is the teacher's duty to ensure that the figures in the total column of the moderation sheet are correct. The examiners encountered too many instances where the figures did not add up.
- Teachers are advised to use more teaching aids such as videos, sample pieces and relevant sections of some textbooks to demonstrate what is required in the portfolio.

Paper 032 — Alternative to School-Based Assessment (SBA)

This paper is done by private candidates who do not present an SBA portfolio. It consists of three essay-type questions — one per module. Each question carries a weighting of 20 marks for a total of 60. Performance on this paper gives cause for serious concern. Candidates typically do poorly and this year was no exception. The mean fell from 30.21 or 50 per cent to 26.52 or 44 per cent. Performance indicated that neither instructors nor candidates seem to be conversant with the requirements of the syllabus. The comments on performance in 2018 are just as pertinent to performance in 2019.

It would seem that candidates who do the alternate paper do not receive the highest levels of guidance and preparation. This accounts for perennial weaknesses in their responses such as an inability to write coherent and acceptable summaries which differentiate main points from supporting details. Candidates generally lacked the requisite analytical skills necessary to comment on a sample of language in terms of purpose, dialectal variation, register, communicative behaviours and strategies. Such analytical responses typically demonstrated a very tenuous grasp of content, and a weak command of organization and expression skills.

There is an urgent need for responsible intervention in the training of private candidates and their instructors in all aspects of the syllabus. The detailed performance for each question is described below.

Section A – Module 1: Gathering and Processing of Information

Question 1

This question was based on an extract from an editorial in The Sunday Observer of September 5, 2010 entitled “Criminals are People Too”. The task required candidates to summarize the issues which concerned the writer in the extract, to explain two organizational strategies or language techniques which the writer uses to present his point of view, and to give three reasons to justify whether they considered the argument presented to be convincing or not. The mean was 10.23 out of 20 or approximately 51 per cent. This was the highest mean on the paper.

With respect to content, the following observations underscore the persistent nature of the weaknesses noted by the examiners:

- Too many candidates were unable to clearly and definitively identify the key ideas to formulate a concise summary.
- Too many candidates demonstrated limited ability to paraphrase and, therefore, used phrases from the extract verbatim.
- While most candidates were able to identify some relevant organizational strategies and language techniques, many struggled to offer satisfactory explanations as to how these strategies and or techniques facilitated the writer’s presentation of his point of view.
- Some candidates could offer no clear explanation as to why the information may be considered convincing, such as the suitability of the content presented to the target audience.

With respect to organization, the following were noted:

- Candidates generally did not respond in the expected essay format of introduction, body paragraphs and conclusion. Instead, some simply listed their ideas.
- Quite a number of candidates did not have clearly stated topic sentences which were supported by detailed explanations regarding the writer's purpose or how strategies or techniques used helped to communicate the writer's message.
- Most summaries lacked coherence; transitions were hardly used.

With respect to expression, many candidates' use of Caribbean Standard English suffered from the following:

- Weak sentence structure – frequent use of sentence fragments
- Lack of sentence variety
- Incorrect subject-verb disagreement
- Poor word choice
- Incompetent use of tense
- Very unsatisfactory use of punctuation marks

Section B — Module 2: Language and Community

Question 2

The question was based on an extract adapted from a short story by Jean Rhys entitled "Let Them Call It Jazz". It required candidates to write a 300-word analysis of the language registers and linguistic features of creole found in the passage and to comment on communicative behaviours displayed by the narrator in a specific section of the passage. The mean was 8.34 or approximately 42 per cent.

While most candidates were able to correctly identify language registers and communicative behaviours used in the passage, examiners noted persistent weaknesses in their explanations regarding these features and in their comments on the linguistic features of Caribbean creole English found in the passage. The following observations were made by the examiners.

- Some candidates made reference to unacceptable terms to describe registers such as 'high' and 'low' and 'broken English'. Few displayed a confusion between registers and dialectal variety.
- Many of the answers given tended to be short and were limited in content.
- Some candidates had an unsatisfactory concept of the term *register*. They defined the term and gave a historical perspective on it, even though the question did not ask for anything on register.
- Some candidates confused the terms *dialectal variation* and *communicative behaviours*, using them interchangeably.

Section C — Module 3: Speaking and Writing

Question 3

This question was based on an extract adapted from Lindsay N. Smith's article, "How to Survive a Natural Disaster" which required candidates to write a 250-word essay discussing the intended audience and why the information presented is suitable for that audience, two objectives which the writer hopes to achieve and three contexts other than in written media in which the information could be communicated. The mean of 7.90 or 40 per cent was the lowest on the paper.

While most candidates were able to correctly identify appropriate target audiences, their responses to the question generally revealed one main weakness. Reasons why the information presented may be deemed suitable for the target audiences identified tended to be vague and not always related to communication considerations like the clarity with which the information was formatted or presented, the relevance of the information to the stated purpose or the comprehensibility of the language used.

In general, too many candidates showed a lack of guidance regarding the nature and content of the syllabus, rambling and guessing their way through the questions. Again it is important to stress that far better preparation is necessary on every level, and the greatest need seems to be for the instructors of private candidates to become knowledgeable about the content of the syllabus and to acquire professional pedagogical training.

Conclusion

Recommendations have been provided in the different sections of this report to help teachers improve their pedagogic practices, and these should be associated with the teaching and learning activities suggested in the new syllabus. In particular, teachers are urged to expand their knowledge of the three modules by reading more intensively and extensively, devoting time for reflection on the new knowledge gained from such reading, and trying out new research-based methods of delivering their content.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION[®]**

MAY/JUNE 2020

COMMUNICATION STUDIES

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GENERAL COMMENTS

The Communication Studies examination comprises four papers as outlined below:

- Paper 01 — Multiple Choice
- Paper 02 — Essay
- Paper 031 — School-Based Assessment
- Paper 032 — Alternative to School-Based Assessment

These four papers assess candidates' knowledge, understanding and competence in the following modules:

- Module 1 — Gathering and Processing of Information
- Module 2 — Language and Community
- Module 3 — Speaking and Writing

In 2020 however, because of the Covid-19 Pandemic, Council took a decision that the Communication Studies examination would comprise the following three papers:

- Paper 01 — Multiple Choice
- Paper 031 — School-Based Assessment
- Paper 032 — Alternative to School-Based Assessment

Approximately 15 700 candidates sat the examination. For the fifth year in a row, more than 95 per cent of candidates achieved Grades I–V in the subject, with the majority (61.61 per cent) achieving Grades I–III.

DETAILED COMMENTS

Paper 01 — Multiple Choice

Paper 01 consisted of 45 multiple-choice questions. The first seven questions on this paper tested candidates' listening comprehension skills. The score was weighted up to 90. The mean on the paper was 59.21 out of 90 or approximately 67 per cent. The mean weighted on Module 1, Gathering and Processing Information, was 15.4 or 52 per cent. This represents an increase in performance, for this module, over 2018. On Module 2, Language and Community, the weighted mean was 18.65 or 62 per cent. The weighted mean on Module 3, Speaking and Writing, was 18.67 or 62 per cent. For both Modules 2 and 3, the means indicate a decline in performance when compared with 2018.

Paper 031 — School-Based Assessment

For this paper, students were required to submit a portfolio of work on a theme of their choice as described in the syllabus. The student's final grade is calculated from the teacher's mark and the mark assigned by an external moderation. The total mark on this paper was 60 and the mean was 41.26 or approximately 69 per cent. The following is a report of the concerns and recommendations from the external moderators.

There are certain problems that persist from year to year; these adversely affected the performance of students writing this examination. The following represent the main problems which adversely affected student's scores in 2020:

General Requirements

- There were some SBAs which were uploaded without the requisite moderation cover sheet. This sheet includes the scores for the exposition requirement for the portfolio. Since the exposition section is valued at 16 marks, its omission placed students at a significant disadvantage could not be completed without the mark for the exposition section.

The areas of the sample that were moderated are the introduction, the preface, the reflection, and the analysis. Therefore, where the sample did not contain these, the moderation was rendered meaningless.

- A persistent problem was that many portfolios were not scored based on the stipulations of the marking rubric which is included in the syllabus. In too many cases, full marks were awarded where the rubric does not support the award of such marks. This naturally resulted in students' marks being seriously revised downward by the external moderator.
- While the number of plagiarized portfolios submitted have happily declined, teachers are encouraged to exercise continued vigilance as sample portfolios are easily available online. Students are reminded they will be heavily penalized for plagiarized submissions.
- General weaknesses observed in students' work across territories include poor choice of topic, lack of creativity and lapses in both organization and expression especially in the reflective section. It is evident that work submitted by many students did not benefit from the process of proofreading and hence suffered from careless errors of expression and omission.
- The word count of many portfolios was exceeded with no penalty being applied by teachers. This penalty is clearly stated in the syllabus, however, far too many teachers are not adhering to the rubric for marking.

- Many portfolios followed a Sociology or Caribbean Studies format, thus causing the examiners to lower the final award of marks for lack of creativity in the reflective section.
- Students and their teachers are reminded that the topic of the expository section should not be used as the general portfolio theme. They are reminded that as the expository topic is narrowed and delimited while the general portfolio theme is broad enough to accommodate the various treatments in the reflective and analytical sections.
- It was observed that in cases where the SBA was submitted as a group project, teachers tended to be more lenient in the award of grades especially in cases where the SBAs did not conform to the requirements of syllabus.

Parts of the Portfolio

Introduction

There seems to be a general misunderstanding of what is required for the rationale as opposed to the requirements of the general introduction even though these are set out in the syllabus. Consequently, since the requirements of the rationale are different from those of the general introduction, students who report showed a confusion of the two ended up losing marks.

Reflection

- Some students failed to differentiate between the theme and the specific topic of the portfolio and hence failed to produce a targeted reflective piece, since the reflective piece requires a narrowing of the general theme of the portfolio. This serious error suggests a failure of proper guidance in the completion of the portfolio.
- In some cases where students selected pieces which were more appropriate for reflection, there was a tendency to have a general discussion or definition of the elements rather than a discussion of the appropriateness of the use of the elements.
- Many reflections were mainly involved with defining the elements of the piece rather than explaining and justifying the use of the elements and the purpose of them within the selected piece. Too many students were not sufficiently conversant with the elements of exposition required for this section and in some cases, the examples offered to illustrate these elements were simply incorrect.

Analysis

- Some students did not select topics that were appropriate for the portfolio. An inappropriate topic selection most often results in the reflective piece being less creative and more expository in nature. This meant that the reflective section failed to contain the required language features (language registers, dialectal variation, communicative behaviours and attitudes to language) necessary for the analytical section.
- Some students used abbreviated text message lingo as a substitute for dialectal variation and register in the analytical section of the portfolio. In too many cases, teachers marked the text lingo as Creole dialectal variety. This indicated that both teacher and student were unable to differentiate between the two.
- Sadly, some teachers awarded students marks for poorly constructed reflective pieces that did not properly develop the theme and were ill organized and expressed.

Paper 032 — Alternative to School-Based Assessment (SBA)

This paper is done by candidates who register to do the examination privately. It consists of three essay type questions, one per module. Each question carries a weighting of 20 marks for a total of 60. For the 2020 examination, the mean was 26.38 or approximately 44 per cent. Nine per cent of candidates achieved Grades A and B on this paper. A total of 65 per cent received Grades C–F, considered acceptable grades.

Generally, candidates' responses were characterized an inability to

- write coherent and acceptable summary
- differentiate main points from supporting details
- comment on the purpose of a writer as demonstrated by the choices he makes in composing text
- evaluate the effectiveness of dialectal variety, register, communicative behaviours and strategies used in written text
- use organizational and expression skills.

For each of the three questions, candidates were awarded marks for content, organization and expression, and grammar. The following provides a detailed comment on the performance on the different questions.

Module 1: Gathering and Processing of Information

Question 1

This question required candidates to read an extract, identify the intended audience, state the writer's main purpose, explain two ways by which the writer engages the audience and justify two contexts other than the printed word that would be suitable for the message in the piece. The mean on the question was 9.29 or approximately 45 per cent.

As it relates to content, most candidates' responses indicated an inability to clearly state the writer's objective in using purposive verbs. The responses also showed an inability to identify relevant target audiences. Many struggled to offer satisfactory explanations of how the writer used strategies and or techniques to engage the identified audiences. Many candidates also demonstrated limited ability to paraphrase since in many cases, they used phrases from the extract verbatim.

With respect to organization of the responses, the following were noted:

- Candidates generally did not respond in the expected essay format of introduction, body paragraphs and conclusion; some simply listed their ideas.
- Quite a number of candidates did not have clearly stated topic sentences that were supported by detailed explanations of the writer's purpose or how strategies or techniques used helped to communicate the writer's message.

With respect to expression, the following were noted regarding candidates' use of Caribbean Standard English:

- Frequent use of sentence fragments – weak sentence structure in general
- Lack of variety in sentence type and structure
- Incorrect use of subject-verb agreement and inappropriate use of tenses
- Poor word choice
- Unsatisfactory use of punctuation marks

The weaknesses in organization, expression and grammar that were observed in Question 1 were also evident in Questions 2 and 3.

Section B — Module 2: Language and Community

Question 2

This question was based on an extract adapted from a short story in which Caribbean Creole was used predominantly. The question required candidates to write an analysis of two linguistic features of Creole found in the extract, two dialectal varieties found in the extract and how a character's nonverbal communication reflects her emotions. The mean was 7.25 or approximately 36 per cent.

While most of the candidates were generally able to correctly identify language registers and dialectal varieties used in the passage, there was persistent weakness in their explanation of these features and in their comments on the linguistic features of Caribbean Creole English found in the passage. The following observations were made:

- Some candidates were unable to give satisfactory explanations as to why characters in the extract might have used the dialectal variety they did.
- Many of the answers given tended to be short and were limited to naming specific linguistic features of Caribbean Creole English.
- While most candidates were able to correctly identify instances of communicative behaviours by the characters involved, explanations of the emotions reflected through these behaviours was generally unsatisfactory because the emotions listed tended to be basic and even simplistic. Many candidates used words like 'sad' to describe Jewel's emotions but very few used words like 'relieved' or 'apprehensive' to describe her feelings leading up to and after her performance at the concert.

Section C — Module 3: Speaking and Writing

Question 3

This question was based on an extract and required candidates to discuss

- two purposes which the writer hopes to achieve in the extract
- who the intended audience is and one reason why the information is suitable for this audience
- two suitable contexts, other than a general-interest magazine, in which the information could be communicated.

The mean was 9.93 or approximately 50 per cent. This was the highest mean on the paper.

Most candidates were able to correctly identify appropriate purposes and target audiences for the writer's message. However, responses meant to provide reasons why the information presented may be deemed suitable for the target audiences identified tended to be vague. In addition, those responses did not always relate to communication considerations like the clarity with which the information was formatted or presented, the relevance of the information to the stated purpose or the comprehensibility of the language used. Most candidates seemed to have no clue as to what was expected in response to the requirement of two suitable contexts of communication.

Conclusion

In general, there seemed to be a lack of guidance regarding the nature and content of the syllabus, with candidates rambling and guessing their way through the questions. Again, it is important to stress that far better preparation is necessary on every level, and the greatest need seems to be for instructors to help students become knowledgeable about the content of the syllabus.

Instructors are urged to expand their knowledge of the three modules by reading more intensively and extensively, devoting time for reflection on the new knowledge gained from such reading, and trying out new research-based methods of delivering their content.